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ABSTRACT

Intended for state prison administrators and their vocational and educational staff, community-based organizations, and women's employment project seeking better programming for female offenders, this publication covers three aspects of the Women Offender Apprenticeship Program. Part 1 discusses development of this program for women in the federal prison system to learn skills in well paid, nontraditional fields. Topics include program design, functioning of the Women Offender Apprenticeship Committee, and site-visits to apprenticeship programs at two co-correctional and two all-female institutions. Part 2 focuses on the Alderson Consultation for State Prison Administrators, selected as the means to acquaint participants with the apprenticeship system and demonstrate how the program worked and was developed. It describes participants, agenda, and components of a successful program. Part 3 is a step-by-step guide to developing a women offender apprenticeship program. Sections cover (1) preliminary research to determine feasibility, (2) making the decision (benefits and costs), (3) gearing up for action (organizing a Joint Apprenticeship Committee, defining committee responsibilities, developing trade standards, sending standards for review, writing up work processes, promotion), (4) selecting apprentices, (5) program operation, and (6) setting up support systems. Appendixes include Standards of Apprenticeship at Alderson and sources of information and assistance. (YLB)

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The Women Offender Apprenticeship Program: From Inmate to Skilled Craft Worker

U.S. Department of Labor
Ray Marshall, Secretary

Women's Bureau
Alexis Herman, Director
1980

Pamphlet 21

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FOREWORD

Over the last 10 years, the Women's Bureau of the U. S. Department of Labor has been studying the factors that limit the ability of women offenders and ex-offenders to achieve economic independence. The Bureau has also been striving to expand the opportunities for women to enter nontraditional jobs and especially the skilled trades through apprenticeship. In the Women Offender Apprenticeship Program, both concerns have been meshed in a concrete program that should improve the chances of women offenders to become productive members of society.

The Program provides a splendid example of interagency cooperation within the Federal Government. It is sponsored by the Federal Prison System of the U.S. Department of Justice, and the Bureau of Apprenticeship and Training and the Women's Bureau of the U.S. Department of Labor. A committee composed of representatives from each of these three agencies spearheaded the work on the national level. Regional staffs of all three agencies have worked in cooperation with the committee to develop the Women Offender Apprenticeship Program in the four Federal institutions that house women. Many people contributed to the success of this effort, but special mention should be made of the work of Ruth Creech, Ella Colley (successor to Harold Kahler), Robert J. Clark, and Janice McCullough, the education supervisors in the Federal prisons where apprenticeship programs for women were developed. Additionally, the Wardens and related staff all contributed to the success of these efforts. Norman A. Carlson, Director of the Federal Prison System personally identified apprenticeship programs as a priority area and thereby moved forward all apprenticeship program goals.

Worthy of equal note are the efforts of the Bureau of Apprenticeship and Training staff: Clarence Eldridge, Director of the National Office of Special Activities; and George Jones, Lou Reid, John Piekarski, and Curtis Stamper in the four Regions in which the prisons are located.

This publication covers the following aspects of the Women Offender Apprenticeship Program: (1) The Development of the Apprenticeship Program for Women in the Federal Prison System; (2) A Report of the March 1980 Alderson Consultation for State Prison Administrators; and (3) A Step-by-Step Guide to Developing a Women Offender Apprenticeship Program.

I hope this publication will be a useful tool for those seeking better vocational programming for female offenders. Such programs offer women opportunities to learn skills that they can transfer to the workplace when they leave correctional institutions--skills that will enable the ex-offender to command wages adequate to maintain a decent standard of living.

Alexis Herman
Director, Women's Bureau

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Part I:

The Women Offender Apprenticeship Program in the Federal Prison System

Opportunities to learn skills in well-paid, nontraditional fields are now available to women prisoners through the Women Offender Apprenticeship Program. This program is designed to improve vocational programming for women on the inside and insure better job prospects on the outside.

HOW IT BEGAN

In January 1978, the Women Offender Apprenticeship Committee, composed of representatives from the Department of Labor's Women's Bureau and the Bureau of Apprenticeship and Training and the Department of Justice's Federal Prison System[1], met to discuss how apprenticeship programs could be implemented in correctional facilities that housed women.

Prison apprenticeship programs for women were not a new concept. In fact, prison apprenticeship programs had flourished since 1968 under a joint agreement between the Federal Prison System and the Bureau of Apprenticeship and Training.[2] However, at the time the Women Offender Apprenticeship Committee began its work, only one Federal correctional institution, a co-correctional facility in Lexington, Ky., had a woman in an apprenticeship program. Only two States, Oregon and Maryland, had apprenticeship programs operating in their State prisons.

In developing apprenticeship opportunities for women offenders, the three Committee members decided to concentrate their initial efforts on the Federal Prison System. If full-fledged apprenticeship programs could be developed in the Federal prisons that housed women, or could bolster existing programs such as that of FCI Lexington, then attempts could be made later to replicate the program in State prisons. The Committee determined to make the Federal Prison System a showcase for the Women Offender Apprenticeship Program. The three other Federal prisons for women, FCI Alderson, W. Va., and FCI Pleasanton, Calif. (both all female),[3] and FCI Fort Worth, Tex. (co-correctional), had no apprenticeship programs for women.

The Federal Prison System and the Department of Labor agreed that the extension of apprenticeship programs to women offenders was long overdue. Norman A. Carlson, the Director of the Bureau of Prisons, created a task force on the female offender. The task force called attention to the sexually stereotyped training offered to women by Federal prisons and recommended more training in nontraditional work areas. Apprenticeship programs for men, developed through the joint efforts of the Federal Prison Systems and the Bureau of Apprenticeship and Training, had proven successful. In a recent

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1 Sylvia McCullom and Kush Yusoff (successor to Shelvy Johnson), (Federal Prison System); Clarence Eldridge (Bureau of Apprenticeship and Training); Elsie Denison (Women's Bureau).

2 As of August 1980, 186 apprenticeship programs in 68 trades exist in 26 of the 41 Federal institutions.

3 FCI Pleasanton became co-correctional in early 1980.

NOTE: This publication was prepared by Elsie L. Denison, Division of Coordination and Special Projects, Women's Bureau.

class action suit that will have far-reaching repercussions (Glover v. Johnson), a Federal judge has ordered that steps be taken to institute a female offender apprenticeship program in the Huron Valley Correctional Institution for Women in Michigan. The suit declared that women were discriminated against because such an apprenticeship program was available at the State prison for men but not at the State prison for women. Clearly, it was time to extend the same training opportunities to women.

The Department of Labor, and the Women's Bureau in particular, have long demonstrated the concern that women offenders be offered vocational training that would lead to decent jobs on the outside. In 1978, two new regulations issued by the U.S. Department of Labor significantly improved the prospects for women, upon release, to compete in job markets from which they had traditionally been excluded. The new DOL regulations assured women equal opportunity in federally financed construction work and apprenticeship programs. The construction regulations outlined specific affirmative action steps that employers must take to achieve a goal of 6.9 percent female employment by March 31, 1981. Apprenticeship regulations mandated that approximately 20 percent of those accepted into apprenticeship programs registered with the Department of Labor or recognized by State apprenticeship agencies had to be women. These regulations brightened the employment picture for released offenders who had training in nontraditional jobs. Department of Labor staff, who had developed program initiatives to encourage women to use the apprenticeship route to high-paying jobs in the skilled trades, were anxious that women offenders not be overlooked.

THE COMMITTEE'S CHALLENGE

The Women Offender Apprenticeship Committee approached its task with optimism, despite the fact that the members were aware of the difficulties involved in getting women into apprenticeship programs--both inside and outside of prisons. The same sexual stereotypes that impede women's efforts in our society to work in nontraditional jobs are present within the prison structure. Outdated notions about women's roles in the work force present the same barrier to women offenders eager to learn a skilled trade as they do in the "outside" world. Rarely are the realities of women's economic and labor force needs recognized. Rarely is the need for women offenders to work in occupations in which they can achieve economic self-sufficiency taken seriously. The myth still prevails that some male figure will carry the chief burden of family support when the women are released, even though nine out of 10 women offenders have stated that they expect to work after prison to support themselves and, in many cases, their dependents.

What could the Committee do to overcome the longstanding sexual stereotypes that dictated the kinds of work considered suitable for women? In most women's prisons throughout the country, the residents do the cooking, laundry, and similar "domestic" types of institutional maintenance work. If the prison has an industry such as a garment or sewing factory, the women are the seamstresses--rarely are they the sewing machine mechanics or cutters. Vocational training is often limited to cosmetology, clerical and secretarial work, key punching, and health service occupations.

The Committee foresaw that an enormous effort would be required to develop prison apprenticeship programs for women. The effort would include helping women to overcome their orientation toward so-called women's jobs that had been ingrained in them from an early age. (Boys learn about working with tools from their fathers while girls learn how to sew or bake cookies.) Sex-role stereotypes acquired in the family are easily carried through early school years and into secondary school. Women are not encouraged to take mechanical drawing or shop courses that would qualify them for apprenticeship training. Often they are discouraged from taking the basic math and science courses that would prepare them for further training in nontraditional fields.

The Committee's efforts would have to include cultivating the interest of women prisoners in crafts and trades. At the same time, their efforts would have to focus on changing the attitudes of prison staffs, such as work supervisors in prison industries or prison institutional maintenance, who themselves were prone to sex-role stereotyping. The Committee considered a number of tactics to overcome these obstacles: a publicity campaign within the prison; pre-employment exposure to tool handling, terminology, and basic work procedures; counseling; remedial work in math; and tutoring to help women pass the oral or written tests required to become indentured.

HOW THE COMMITTEE FUNCTIONED

The Women Offender Apprenticeship Committee, having first decided to confine its efforts to the Federal Prison System, established a working relationship with its counterparts in the Regions to determine whether it was feasible to develop apprenticeship programs for women in the four Federal prison facilities that housed women. The counterparts included Apprenticeship and Training Representatives (ATR's) from localities where the prisons were located; the education supervisors of the four prisons that housed women; FPS Regional education administrators; and the four Women's Bureau Regional administrators[1].

Norman Carlson, Director of the Federal Prison System, boosted the Committee's efforts in February 1978 when he confirmed his support of the prison apprenticeship program in a staff memorandum. The memorandum directed all Federal prisons that housed women to develop apprenticeship programs for women similar to those offered to male inmates. Following preliminary work by local and regional staffs of the three agencies, the Women Offender Apprenticeship Committee team visited the four Federal prisons that housed women offenders to begin development of the Women Offender Apprenticeship Program. Alexis Herman, the Director of the Women's Bureau, published an account of those visits in the November-December 1979 issue of Corrections Today, the official journal of the American Correctional Association. The following summary updates some of the information in Ms. Herman's article, which was entitled, "If She Were a Carpenter."

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1 - The Women's Bureau has Regional Administrators in each of the 10 Federal Regions. (See Appendix G.)

APPRENTICESHIP FOR WOMEN IN THE CO-CORRECTIONAL INSTITUTIONS

Unlike the two all-female prisons, the two Federal co-correctional institutions already had functioning apprenticeship programs. Therefore, the task was to introduce women into the already existing apprenticeship programs rather than to develop new ones.

FCI Lexington, Kentucky

At FCI Lexington, a medium and minimum security (custody) facility with a population of more than 1,100 (60 percent male and 40 percent female), apprenticeship standards existed for a number of trades, including drafting, baking, carpentry, plumbing, and masonry.

FCI Lexington offers a wide range of educational and vocational programs. Women are integrated into all the institution's programs and into the prison industries. At the time of the Women Offender Apprenticeship Committee's visit, two women residents were registered as dental technician apprentices while 18 men were registered in a variety of trades. Although the number of women apprentices was small, the Committee found no evidence of discrimination against women or hostile attitudes. Indeed, the Committee believed the prospects of expanding and strengthening the apprenticeship program to include more women seemed excellent. Up to that time, the prison had not made the inclusion of women in the apprenticeship trades a priority. The new supervisor of education, under the Federal Prison System directive issued by Norman A. Carlson, committed herself to this objective. The Women Offender Apprenticeship Committee toured FCI Lexington's vocational training facilities, mechanical services departments, and prison industries, and along with the Regional staffs, offered the following suggestions to the prison warden:

- FCI Lexington should encourage work supervisors (also called journeyworkers) in the mechanical services departments to promote women apprentices in the various crafts and trades employed in prison maintenance and industries.

- FCI Lexington should explore the possibility of developing apprenticeship standards for graphic arts as an addition to the apprenticeship trades. Several women were already operating printing presses in the large prison industry graphics shop.

- FCI Lexington should expand its publicity campaign to encourage women to join the apprenticeship program.

The prison warden and the supervisor of education received these suggestions enthusiastically. The latest report from FCI Lexington indicates that efforts to encourage women to participate in the apprenticeship program are now in full swing. Twenty-two women have since been apprenticed as dental laboratory technicians, powerhouse operators, plumbers, brick masons, painters, electricians, and air-conditioning and refrigeration mechanics. Several women were released from prison after partial completion of their apprenticeship. Since apprentice programs in most instances are very long, 6,000 to 8,000 hours, the length of sentence usually limits full completions. Just as "outside" apprenticeship programs face some attrition, the FCI Lexington apprenticeship program lost a few participants, but interest in the program remains very high.

FCI Fort Worth, Texas

At this medium-security co-correctional institution (population 350), registered apprenticeship programs had been in operation for several years. Approved standards existed in air-conditioning/refrigeration, auto mechanics, carpentry, electrical, painting, and plumbing trades. When the Women Offender Apprenticeship Committee was formed, there were no women participating in FCI Fort Worth's apprenticeship program. By the time the Committee visited FCI Fort Worth in January 1979, the Federal Prison System and Bureau of Apprenticeship and Training staffs had expanded the apprenticeship program to include cosmetology. Fifteen women and four men were registered as apprentices in cosmetology. Two women had registered in nontraditional apprenticeship programs, one in carpentry and one in auto mechanics.

Prior to the Committee's visit, the education staff at FCI Fort Worth had attempted to upgrade the apprenticeship program for women. Films, leaflets, the prison newspaper Que Pasa, and closed-circuit television were used to promote the concept of women in apprenticeships.

The co-correctional setting of FCI Fort Worth affected women's interest in apprenticeship in positive and negative ways. Some women were attracted to the program because of the opportunity to work side by side with men. Others shunned the program, feeling that working in nontraditional jobs would make them appear less feminine to male inmates.

Two innovative programs at FCI Fort Worth affected the expanding apprenticeship system. The Vocational Cluster Program grouped various skills by trades and offered courses at several different levels--from exploratory training to a full apprenticeship curriculum. The courses covered skills such as basic math, blueprint reading, safety, care of tools and equipment, and work habits. Career guidance was also offered.

In the Work/Study Release Program, apprentices left the prison by day to work or study and returned at night. The Work/Study Release Program, which is not in use in the other Federal institutions housing women, was the vehicle by which many inmates gained access to apprenticeship training. The FCI Fort Worth Apprenticeship and Training Representative (ATR) has placed women inmate apprentices in quality programs, sponsored by unions and/or employers, that offer on-the-job training and related instruction. For example, one indentured woman apprentice was placed in a program with Operating Engineers Local 819. She worked 40 hours per week with the union program in the city of Fort Worth and attended school for 8 hours on Saturdays.

At Fort Worth, as at the three other Federal institutions housing women, the Women Offender Apprenticeship Committee talked at length with the women apprentices or apprentice candidates. The women described the satisfaction they found in their apprentice training and left no doubt that anticipated future monetary reward was the primary motivating factor in their becoming apprentices. One said, "I was working at key-punch here in the prison--a boring, tedious job. When I get out, I'll make about $4 an hour for key-punching. I can't live on that. Now I'm a carpenter apprentice, and if I stick with it, I'll be able to make $10 or $12 an hour!"

The women told how they dealt with the embarrassment male inmates caused them to feel "on the job." They also offered several excellent recommendations for promoting apprenticeships in the prison. For example:

- Women in the apprenticeship program should form small support groups to encourage each other and potential women apprentices.

- Successful women apprentices from the outside should be brought into the prison as role models.

At the final session with the FCI Fort Worth prison warden and staff, the Women Offender Apprenticeship Committee offered the following suggestions for the continued strengthening and expansion of the apprenticeship program for women.

- FCI Fort Worth should focus its efforts on increasing the number of women in the seven trades for which standards have already been approved. No new standards need to be developed.

- FCI Fort Worth should strengthen its Joint Apprenticeship and Training Committee (JATC). Sometimes called the Joint Apprenticeship Committee or JAC, this committee is made up of labor and management representatives who oversee the program. The JATC's functions, vis-a-vis those of the institution staff, need to be clarified.

- As FCI Lexington did, FCI Fort Worth supervisors or journeyworkers in mechanical services and in prison industries should encourage women to enter the prison apprenticeship program. One example of the glaring need to change attitudes was the remark made by a staff person to the Committee that automatic data processing was a "female" occupation and graphics a "male" one.

Although the FCI Fort Worth program has come a long way since 1978 (there are now seven women apprenticed in nontraditional trades--four in painting, two in bricklaying, and one in plumbing), recent conversations with offenders and staff point to the need for some improvement. Minutes of JATC meetings show that attempts are being made to define more clearly the role of institution staff in screening and selecting apprentices. Program administrators are realizing that inmates' aptitudes and interests must be taken into account if they are to be productive apprentices. Problems arise when the inmate's choices and the JAC's preferences conflict with the education staff's need to find inmate workers to perform prison maintenance tasks. However, if FCI Fort Worth can continue its special efforts to promote women in the apprenticeship program and if it can improve some of the program's procedures, FCI Fort Worth could soon boast of offering one of the best Women Offender Apprenticeship Programs in the country.

APPRENTICESHIP FOR WOMEN IN THE ALL-FEMALE INSTITUTIONS

In the two all-female institutions—FCI Alderson, W.Va., and FCI Pleasanton, Calif.--the task of the Committee and its regional counterparts

was to promote and develop brand new apprenticeship programs. Attempts in previous years to start such programs had failed.

FCI Alderson, West Virginia

The staff at FCI Alderson, a large, maximum-security facility of 450 women, welcomed the directive from Norman Carlson of the Federal Prison System to develop an apprenticeship program. Previously, the institution had successfully experimented with training in nontraditional jobs. About 20 percent of the prison population was assigned to work in mechanical services, such as plumbing, painting, and electrical work.

The education supervisor called upon the Bureau of Apprenticeship and Training representative from Beckley, W. Va., to survey the institution for potential apprenticeship trades and to draft procedures and methods for developing standards. A multi-trade Joint Apprenticeship Committee was formed with representatives from labor and management and with advisors from the various construction trades for which standards were written. In the meantime, the education supervisor began a promotion campaign among the women, using films, posters, and leaflets. Work supervisors were asked to identify the women on their crews who were likely prospects for the apprenticeship program and to provide details of the work processes associated with their jobs.

In July 1978, the Women Offender Apprenticeship Committee and its regional counterparts visited the prison. The group, in a ceremony attended by inmates and staff, presented the certificate of registration to prison and JAC officials. The Committee met with the JAC and with journeyworkers, apprentices, and prospective apprentices. Within 3 months, 12 apprentices had been indentured in the Alderson program. At the time of the Alderson Consultation in March 1980 (see Part II), 16 women were in the program and many others had indicated a desire to enroll.

Of the women originally selected, all were in some area of mechanical services. Later, however, women apprentices were indentured from prison industries (called UNICOR in the Federal Prison System) as cutters and sewing machine mechanics. This represented a major breakthrough. Previously, in the Women Offender Apprenticeship Program, none of the apprenticeable trades for which standards were written were based on trades employed in UNICOR.[1]

As with other prison apprenticeship programs, there have been some dropouts. At FCI Alderson, however, they have been remarkably few--only five or six in the 2-year life of the program. Disciplinary status caused one woman to request removal from the program; an Hispanic woman had difficulty with the textbook materials; and the others lost interest or were transferred.

[1] Since that time, a Federal Prison Industries Task Force has been organized to expand apprenticeship trades within prison industries.

FCI Pleasanton, California

FCI Pleasanton, 6 1/2 years old, is located about 15 miles east of Oakland in the San Francisco Bay area. At the time the Women Offender Apprenticeship Program was initiated, FCI Pleasanton housed approximately 325 women in all custody classifications. Early in 1980, the institution became co-correctional.

The planning process for the apprenticeship program at FCI Pleasanton began in March 1978. In the beginning, the outlook was extremely favorable for establishing a quality apprenticeship program.

The BAT Apprenticeship and Training Representative (ATR), after surveying the occupational areas in the prison, determined that the capability existed for establishing programs in several trades including carpentry, painting, air-conditioning, dental and medical technology, and food preparation. As a first effort, however, FCI Pleasanton decided to start an apprenticeship course in a single occupation: a 4-year stationary engineering program. (The job title, stationary engineer, traditionally held by men, covers a wide range of jobs from refrigeration and heating equipment repairs to electrical work. According to the Dictionary of Occupational Titles, the term stationary engineering "includes occupations concerned with operation and maintenance of engines, turbines, air compressors, generators, motors, motor boilers and auxiliaries to supply light, heat, refrigeration, ventilation, air-conditioning, and mechanical or electrical power for building industrial plants, and mining or oil field operations." Skilled stationary engineers work in apartment houses, public buildings and huge office facilities and complexes.)

The choice of this trade seemed particularly advantageous. A compelling reason for the choice was the program's sponsor, Union Local 39 of the Operating Engineers, whose union representative was dedicated to the Pleasanton program. The women apprentices would become dues-paying members of the union, a positive factor in assuring them jobs upon release. The heavy demand for stationary engineers was emphasized by union spokespersons. Current hourly wages for skilled stationary engineers were cited at $10 or $11 an hour with less than 1 percent unemployment.

The program, based on careful planning, was set up in the approved Department of Labor manner. A Joint Apprenticeship Committee was formed with prison staff representing management and Local 39 members representing labor. Standards and work processes were approved and a promotional campaign for the women was begun. Arrangements were made for two prison staff instructors with union support to receive the teaching credentials required for the related instruction segment of the program.

The Women Offender Apprenticeship Committee visited the prison in January 1979 and presented the official registration certificate. Lively orientation sessions were held with a large group of interested women. Later the Director of the Women's Bureau visited the prison and encouraged the inmates to enter the program.

More than 15 women indicated an interest in becoming indentured in the program. After the selection procedures were completed, a 1-month tutorial program focusing on general mathematics, English, and mechanical aptitude was conducted by FCI Pleasanton's Education Department to prepare apprenticeship candidates for written exams. Unlike the Alderson program in which written exams were not required, in California, the State Apprenticeship Council (SAC)[1] requires written exams for this particular occupation.

When the written test was administered, only four women decided to take it. The ATR believed the number was small because many of the women who had originally expressed interest in apprenticeships were employed in prison industries which paid them an average of $75 to $100 a month. Performance pay as an apprentice in institutional maintenance or mechanical services (as they are referred to by the FPS) tasks amounted to only $20 or $25 a month. No bonuses were paid to women who were apprentices. Indeed, for women who needed the extra money to buy prison "luxuries" or to support dependent children at home, becoming an apprentice on a mechanical services crew seemed a foolhardy decision.[2]

Of the four women who took the test, only one passed. Various attempts were made to allow her to be trained even though the union had envisioned training at least five women apprentices. In the meantime, the prison education supervisor was transferred. The new supervisor, equally committed to developing a program, tried to get a fresh start with the help of the ATR. After a short time, four other women were selected to take the test. This time FCI Pleasanton hired Women in Apprenticeship, San Francisco, which had several years of experience in preparing women for apprenticeship positions, to assist the women. Unfortunately, none of the women passed the union-administered examination.

At this point all the parties involved have agreed that for the present another route to apprenticeship should be tried. Standards have been developed for apprenticeship in upholstery and in drapery making. These are both prison industries at Pleasanton which employ a number of highly motivated women. At the time of this writing, five women have been indentured in upholstery and eleven in drapery making. Both residents and work supervisors continue to express enthusiasm and interest in the apprenticeship program.

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1 California recognizes the State Apprenticeship Council as the appropriate agency for registering local apprenticeship programs for certain Federal purposes.

2 For a time the Women Offender Apprenticeship Committee hoped that a proposal to provide CETA funds, on a demonstration basis, to supplement performance or meritorious pay might solve this problem. In March 1980, a ruling by the Department of Labor's Solicitor's Office questioned the legality of such use of CETA funds under new regulations and the proposal was dropped. However, according to the Federal Prison System, the individual prisons now have some leeway in paying somewhat higher performance pay as incentives to apprentices.

The stationary engineering apprentice standards which were approved by the U.S. Department of Labor for Pleasanton are still in existence. The union, the warden, and BAT representatives hope that in the not too distant future, several women will pass the qualifying test and become indentured in the program. A union member has volunteered to prepare the women for the exam.

THE COMMITTEE REPORTS OUT

In March 1979, the Women Offender Apprenticeship Committee reported to the heads of their three agencies: Alexis Herman, Director of the Women's Bureau; Robert McConnon, Administrator of the Bureau of Apprenticeship and Training, both of the Department of Labor; and Norman Carlson, Director of the Federal Prison System of the U.S. Department of Justice.

The consensus was that the question the Committee originally asked— "Is it possible to develop apprenticeship programs in the Federal prisons that house women?"—could be answered with a resounding "Yes!" The response and interest of the women offenders exceeded the Committee's highest hopes. The procedures used by BAT and prison staff in developing technical aspects of the program seemed to work well. The Committee further agreed that Women's Bureau expertise in orienting women to the nontraditional job area could be successfully dovetailed with BAT efforts.

The Committee noted that the establishment of the apprenticeship programs did not follow a single model. A variety of approaches was tried. For example, FCI Alderson attempted to develop a program in several occupations simultaneously. FCI Pleasanton, on the other hand, opted for a one-trade approach at the beginning. In three of the four prisons, the apprenticeship program operated within the institution. At FCI Fort Worth, however, work-release was available as a vehicle to implement the program. The mechanical services, or institutional maintenance areas, seemed to offer the greatest potential for apprenticeship for women. Prison industries, up to now a barren ground for women who needed good training opportunities, are finally providing some apprenticeship potential. The graphics shop apprenticeships at FCI Lexington and the garment cutter and the industrial sewing machine mechanic apprenticeships at FCI Alderson are good cases in point.

The Committee members made several observations:

1. It is too early to tell whether the women apprenticed through prison programs will complete their training upon release. The Committee is looking forward to a report which will be issued by Associate Consultants, Inc. under an Employment and Training Administration contract, to make some suggestions for followup of offender apprentices. Nevertheless, the main emphasis of the Committee's work was on the feasibility of developing the programs. The committee believes that whether or not the women complete their apprenticeship should not be the ultimate measure of the program's

success. It is probably true that even if the women fail to become full-fledged journeyworkers, they will have improved their job prospects and increased their chances of finding employment in the nontraditional trades. Further, the emphasis on apprenticeship, although of help to a limited number of women prisoners, will probably have a ripple effect and increase interest in the field of vocational training for women in nontraditional occupations.

2. The Committee was correct in anticipating the crucial importance of special support efforts in the creation and maintenance of prison-sponsored apprenticeship programs for women. The Committee unanimously felt that such efforts must be made on a continuing basis and be built into each program if the apprenticeship programs are to succeed over the long haul. Promotional campaigns, counseling, tutoring, remedial work, and support groups, all geared to women's needs and problems, must continue as an integral ongoing part of any Women Offender Apprenticeship Program.

3. A lack of incentive monies for women interested in becoming apprentices could be a major deterrent. Outside the prison environment, indentured apprentices receive remuneration with regular increments over the entire period of the apprenticeship. In prison apprenticeship programs, no uniform system has been worked out to give apprentices additional monies to encourage their participation. FCI Alderson has managed to provide a $5 a month incentive bonus to apprentices. Even this small amount seems to help. Aggravating the situation is the fact that offenders assigned to work in prison industries are paid much more than offenders who join apprenticeship programs in the institutional maintenance or mechanical services areas. Only performance pay is given to women who work as apprentices in these areas. As has been noted, those women who are highly motivated and therefore best suited for apprenticeship often elect to stay in prison industries even though, to date, the apprenticeship opportunities in prison industries for women are few. Even if more apprenticeships become available in prison industries, as anticipated, the inequitable pay situation will continue. Apprentices being trained in prison industry situations will be receiving more than those being trained in mechanical services situations. This issue of pay equity must be resolved.

After reviewing the 1 1/2 years of work involved in developing apprenticeship programs in Federal prisons for women, the Women Offender Apprenticeship Committee and agency heads reached the unanimous conclusion that a second phase of the program should begin. This next phase would focus on encouraging the various States to replicate the program in State prisons that housed women. The March 1980 Consultation at FCI Alderson formally launched this second phase.

Part II:

The Alderson Consultation for State Prison Administrators

Standing (l. to r.) Kenneth Neagle, Warden, FCI Alderson, and Clarence Eldridge, BAT Director of the Office of Special Activities. Seated: Gay Plair Cobb, Chief, Division of Coordination and Special Projects, Women's Bureau, and Norman Carlson, Director, Federal Prison System.

After seeing that apprenticeship programs for women could be successfully developed in the Federal Prison System, the Women Offender Apprenticeship Committee directed its attention to the State prison systems. The most effective way to launch the Women Offender Apprenticeship Program, the Committee concurred, would be to hold a consultation with representatives from State correctional agencies. The consultation would provide State prison officials with an opportunity to observe firsthand a Women Offender Apprenticeship Program in a Federal correctional institution. Because FCI Alderson was the first all-female Federal institution to establish an apprenticeship program, and because its program offered women apprenticeships in a number of nontraditional trades, it was selected as the site for the consultation.

THE PARTICIPANTS

The consultation was held in March 1980. The Women Offender Apprenticeship Committee invited two representatives from each State that operated an all-female or co-correctional institution: one representative from the State corrections agency (either the commissioner of corrections or his/her representative) and either the warden, superintendent, education supervisor, or vocational training director from the State prison.[1] Participation was thus limited to those individuals who had the authority to initiate apprenticeship programs, and to those who would implement the programs.

Representatives from 29 States attended the conference--an excellent response considering that the States were responsible for their delegates' travel costs. (The Department of Labor paid for delegates' board and room with funds provided by the Women's Bureau.) A few States were prevented from participating because of prohibitions against the use of State funds for out-of-State travel. Staff members from the Justice Department's Bureau of Prisons and the Department of Labor's Bureau of Apprenticeship and Training, and the Women's Bureau also attended. They included:

- Norman A. Carlson, Director, Federal Prison System
- The Warden, Associate Wardens, and Education Supervisor of FCI Alderson
- The Central Office Education Administrator and the Education Administrator from the Northeast Region
- Apprentices and journeyworkers
- The Director of the Office of Special Activities, Bureau of Apprenticeship and Training
- The West Virginia State Director of Apprenticeship

[1] Invitations were not extended to States that had no institutions for women (female offenders are sent to institutions in other States), or to States whose facilities housed fewer than 40 female inmates. The potential of developing apprenticeship programs in very small institutions is considered poor.

- o Alexis Herman, Director, the Women's Bureau
- o The National Office Women Offender Specialist
- o Women's Bureau Regional Administrators

State representatives who gathered for the 2-day meeting were enthusiastic about the rare opportunity the consultation offered to discuss vocational programming for women offenders with their counterparts in other States. They welcomed the chance to see the Women Offender Apprenticeship Program at work at FCI Alderson and to learn about setting up programs in their States' facilities. Agency participants seemed eager to share their knowledge of and experience in developing apprenticeship programs.

THE CONSULTATION AGENDA

The Alderson consultation had three objectives:

- o To acquaint participants with the apprenticeship system;
- o To demonstrate how the Women Offender Apprenticeship Program worked; and
- o To show how the Women Offender Apprenticeship Program was developed.

Introduction to the Apprenticeship System

Only a handful of the participants were familiar with the apprenticeship system, let alone apprenticeship programs in prisons. Two films, The Sky Is the Limit and The Apprentice, were shown to acquaint participants with the apprenticeship system. Government apprenticeship publications were available in exhibits throughout the meetings. Norman A. Carlson, Alexis Herman, and Clarence Eldridge spoke briefly about the history and purpose of the apprenticeship system, the roles and commitments of their respective agencies, and the benefits to offenders and society.

How the Women Offender Apprenticeship Program Works

Small groups of conferees, led by resident inmates, visited all of the prison worksites where women were receiving on-the-job apprenticeship training. They saw apprentice plumbers replacing faucets and repairing commodes, apprentice painters sketching graphic designs on the walls, and apprentice electricians installing wiring in several resident cottages. In the prison garage, conferees watched an apprentice auto mechanic making major repairs on an institution vehicle, and in the powerhouse, they witnessed an apprentice stoking the furnace. In the dental laboratory, the conferees watched an apprentice dental technician X-raying the teeth of another resident. In a visit to the garment factory, which is the prison industry at Alderson, conferees saw apprentices indentured as garment cutters and as industrial sewing machine mechanics at work.

At each worksite, conferees engaged in dialog with the apprentices and journeyworkers. The replies of apprentices and journeyworkers reflected their positive attitudes toward their work.

The FCI Alderson Women Offender Apprenticeship Program

One of the first items on the agenda was a panel presentation by the Alderson education supervisor and the BAT West Virginia State director who described how the Alderson apprenticeship program was developed. The panel was moderated by the Women's Bureau women offender specialist and outlined some basic steps for establishing a Women Offender Apprenticeship Program:

1. Contact the appropriate staff in the Department of Labor and Federal Prison System for advice and assistance.
2. Assess the institution as an apprenticeship training facility.
3. Encourage inmate interest through promotional materials.
4. Gain the support of management and labor leaders in the community.
5. Form a prison Joint Apprenticeship Committee (JAC) of labor and management representatives to oversee the program.
6. Decide on trades.
7. Adopt apprenticeship standards and register them with the U.S. Department of Labor.
8. Establish work processes.
9. Prescribe a plan for teaching related instruction.
10. Screen women candidates.
11. Select and indenture apprentices.
12. Establish working relationships among JAC, apprentices, journeyworkers, and prison staff to insure that program procedures will be reviewed periodically and apprentices will be given assistance when they leave the institution.

The panel provoked lively discussions with members of the audience. Part III of this publication elaborates on the above-mentioned steps for setting up a Women Offender Apprenticeship Program and describes the roles and responsibilities of the three participating Federal agencies in each step of the process.

The conferees also participated in workshop sessions, headed by a facilitator and resource persons from the National Office, Regional Offices, and the three Federal agencies. Agency staff answered questions pertaining to certification of journeyworkers, work processes, and relationships with unions, and advised conferees on how they might overcome the obstacles anticipated in establishing Women Offender Apprenticeship Programs in State correctional facilities.

THE COMPONENTS OF A SUCCESSFUL PRISON APPRENTICESHIP PROGRAM

Successful prison apprenticeship programs depend on three components: (1) the journeyworkers; (2) the Joint Apprenticeship Committee; and (3) the apprentices themselves. Panel presentations featuring representatives from each of these components highlighted the consultation.

The Journeyworkers' Panel

Journeyworkers at FCI Alderson are skilled craft workers hired from outside as work or mechanical services supervisors. In addition to being responsible for the maintenance of the prison buildings and systems, the journeyworkers train the apprentices working under them and participate in structuring and planning the individual apprenticeship programs. Representing the journeyworkers in all 12 apprenticeship trades at Alderson, the panel members included the plumbing, auto mechanics, and garment factory shop supervisors.

Each of the panelists spoke enthusiastically about FCI Alderson's Women Offender Apprenticeship Program. They explained the apprenticeship standards in their trades and the way they implemented them with their apprentices. When asked how the plumbing supervisor felt about Alderson's apprenticeship program, he replied, "It works!" He explained that one of his apprentices had been working under his supervision for 8 months before the apprenticeship program started at Alderson. Apprenticeship was a way of upgrading her. He explained that the 8,000 hour, 4-year plumbing program is not easy and may include working in drainage ditches and doing installation, maintenance, and repair work. He admiringly said of "his apprentice" that "She answers calls (for maintenance) at all hours, nights, weekends, and holidays. She makes me look good!"

One apprentice's supervisor volunteered that before Alderson was directed to institute the program, he had been strongly opposed to women doing this kind of work. But his experience with the Alderson apprenticeship program had made him a believer. He told the State prison officials that they should not be discouraged by initial opposition to the program by journeyworkers at their correctional facilities. Alderson journeyworkers were extremely skeptical at first, but their attitudes had been completely turned around.

The Joint Apprenticeship Committee Panel

The Joint Apprenticeship Committee, sometimes called the Joint Apprenticeship and Training Committee (JATC), is a large committee made up of volunteers from industry and labor for each trade in which women are apprenticed. An officer of the Alderson JAC, a pipefitter and welder by trade, explained the committee's work overseeing the Alderson program, approving the work processes and related instruction, screening the applicants, and validating the hours. He also emphasized the JAC's commitment to assisting the indentured apprentices who have finished serving their time in locating employment or a program to complete their training outside the prison.

When questioned by the audience, he frankly admitted that some of the committee members had reservations in the beginning about an apprenticeship program for women offenders, but they, too, had been convinced that it could work.

The Apprentices' Panel

The "smash hit" of the consultation was the presentation by the panel of apprentices. Four inmate apprentices--a powerhouse operator, a plumber, a carpenter, and a dental technician--conducted a dialog with the audience that won them a standing ovation.

The women apprentices were unanimous in their enthusiasm for their jobs. They said they were proud to be apprentices and that it increased their feelings of self-esteem. The petite powerhouse operator said she did not mind being covered with silt from head to toe. She took it as part of the job. The dental technician mentioned that after working 7 1/2 hours a day in the dental laboratory, it was not unusual for her to study for 3 1/2 hours at night on the required related instruction. Each apprentice felt her work would pass muster against any man's, a claim attested to earlier by their supervisor journeyworkers. The women stressed that the work was not easy and the hours were long, but they felt the payoff later would prove to be worth it.

Their view of the future was optimistic, but tempered by realism. They accepted the fact that as ex-offenders, they would have to overcome many barriers. Yet they felt that having a skilled trade gave them a decided edge over their sister offenders. Because Alderson is an all-female institution, the women were spared the harassment from their peers they might have experienced in a co-correctional facility. In fact, being an apprentice in the Alderson program has become prestigious, and there are more and more inmates who want to participate.

Would inmate apprentices recommend the program to others? The dental assistant reported that her 17-year-old brother has signed up for a tool and diemaker apprenticeship in her home community. The apprentice plumber spoke about how her family had made fun of her when she told them she was a plumber but added that her sister, after hearing about the program, decided to seek admission to a similar program in their hometown. In addition, her boyfriend, incarcerated in another facility, ridiculed her for wanting to be a plumber, but at her suggestion, looked into the apprenticeship program at his prison. In a subsequent telephone conversation, he said he had enrolled in the plumbing program and "had just unstopped his first commode."

WHAT WAS LEARNED

Informal discussions among State representatives, the prison officials, and the Federal Government staff, indicated that while each of the States present at the consultation had a substantial population of women prisoners, State prisons were at varying stages of readiness to undertake formal registered apprenticeship programs. Some State representatives felt that they had the ingredients in their institutions for successful programs for

women. Two States, Maryland and Oregon, already had female offender apprenticeship programs. Ohio and Michigan began actively exploring a program before the consultation. Illinois, Massachusetts, Connecticut, Virginia, and a few others indicated that a program probably could be started shortly.

On the other hand, representatives from a number of States felt that groundwork was necessary to orient both correctional staffs and the women residents to the concept of nontraditional job training. Correctional staffs might need special training to overcome negative attitudes toward the feasibility of women performing well in so-called "men's jobs."

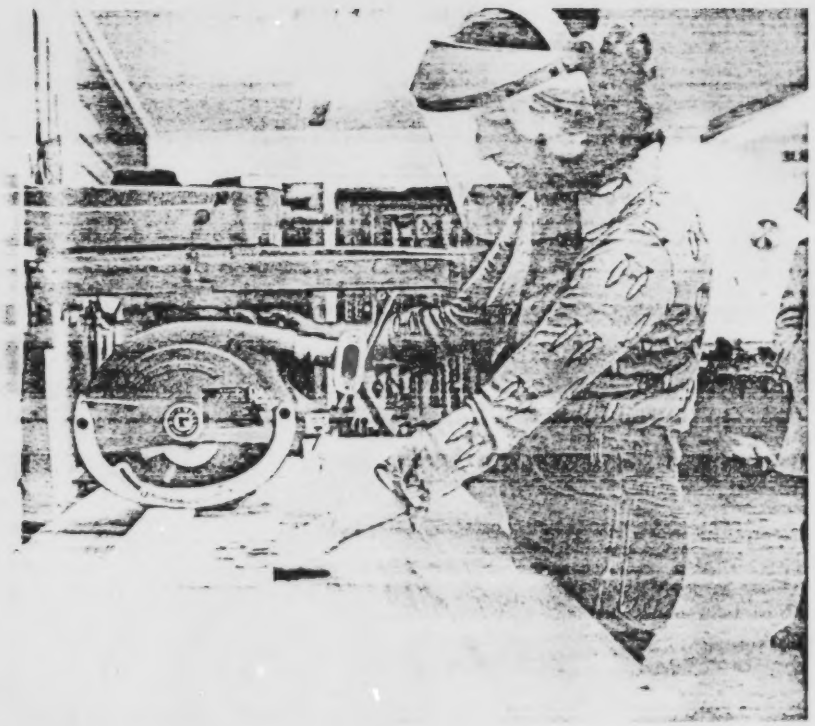
Journeyworkers who are hired to work in mechanical services trades might also need the same preparation as well as encouragement in sharing their knowledge with the women in on-the-job training situations. The women offenders needed to be informed of job options available in nontraditional fields. Many women entered prisons with their job aspirations limited to the traditional fields--clerical work, key punch, cosmetology, food service, etc. Pre-employment job readiness or preapprenticeship programs might be developed to widen their horizons and stimulate their interest in the nontraditional areas.

FOLLOWUP PLANS

After the conference, the Women's Bureau Regional Administrators made contact by personal visit or by telephone with the consultation participants in their Regions to discuss ways of developing nontraditional training programs in State prisons. At this point, 9 of the 10 Women's Bureau Regional Administrators, using CETA funds averaging less than $10,000 per Region, are planning special activities, programs, or projects that will carry forward the Alderson Consultation's objectives. These activities include developing training packages for orienting inmates and staff on nontraditional jobs, sponsoring Regional conferences modeled after the one held at FCI Alderson, and surveying existing vocational training programs in women's prisons to see if they can be adapted for apprenticeship or nontraditional job training.

Part III:

A Step-by-Step Guide to Developing a Women Offender Apprenticeship Program



This section explains how to develop a Women Offender Apprenticeship Program in State prisons housing women. It is designed to help those who would instigate or implement development of an apprenticeship program in all-female or co-correctional facilities. State prison administrators and their vocational and educational staff, community-based organizations, and women's employment projects that advocate apprenticeship training for women should find the information contained herein a useful tool in making apprenticeship opportunities available to female offenders in their States.

Basic procedures for establishing prison apprenticeship programs for both male and female offenders are explained in detail in the Bureau of Apprenticeship and Training staff manual, Handbook for the Bureau of Apprenticeship and Training (1974). Many of these procedures are included in this publication, which empnasizes the special or supportive efforts needed for the successful implementation of apprenticeship programs for women offenders. The techniques are based on the experiences of those who helped establish the model apprenticeship program at FCI Alderson, W. VA., and of Federal Agency and State prison representatives who attended the Alderson Consultation in March 1980.

This guide focuses on setting up apprenticeship programs within prison facilities. In-prison programs, however, can and should be coordinated with work/study release programs. In cases where inmates are allowed to leave the prison grounds on a work/study basis, it can be advantageous to the inmate, the prison, and the community to place inmates in on-the-job training programs or apprenticeship training programs sponsored by a union or an employer in the community. Such inmates can pursue trade-related instruction at a local community college or vocational school. Depending upon the rules and regulations of the prison, an apprentice may serve either the entire period of the apprenticeship or only the last few weeks or months on a work/study release basis. The Apprenticeship and Training Representative can assist the prison authorities in locating appropriate apprenticeship opportunities outside the institution.

GETTING STARTED

The warden or superintendent of the institution is usually the person who initiates development of a Women Offender Apprenticeship Program. In some cases, the warden may already be familiar with the Women Offender Apprenticeship Program. In other cases, the education staff within the prison or administrators in the State correctional or education agencies may encourage a warden to look into the program. Perhaps the Bureau of Apprenticeship and Training or the Women's Bureau staff jointly or separately would make the first contact with prison officials. Or a community-based organization such as a women's employment project or a voluntary organization interested in women offenders' needs might be the catalyst.

The person who will ultimately be responsible for coordinating the apprenticeship program at the prison is the vocational or education supervisor. It is important that this person supports the apprenticeship concept and understands, along with the warden and other prison administrators, that the Women Offender Apprenticeship Program will require the sustained efforts of many people over a long period of time.

Once a State prison administration decides to consider establishing a Women Offender Apprenticeship Program, it should take the following steps to see whether such an effort is actually feasible.

Call in the Specialists

Contact the local Apprenticeship and Training Representative (ATR) from the Bureau of Apprenticeship and Training (BAT) of the U.S. Department of Labor. BAT has approximately 250 ATR's or field representatives in cities and towns throughout the United States. To reach the ATR for the area in which the prison is located, call the appropriate Regional or State Administrator. (See Appendix H.)

It is the ATR's job to develop apprenticeship programs both inside and outside prisons. ATR's are Federal employees and do not charge fees for their services. In States which have State Apprenticeship Councils, so-called SAC States, the BAT representative will see that the State apprenticeship representatives are involved in the development effort. Also, in the early stages, contact the Regional Administrator of the Women's Bureau of the U.S. Department of Labor. (See Appendix G.) The BAT representative and the Women's Bureau representative will work as a team. The BAT representative will develop the technical aspects of the apprenticeship program, and with the Women's Bureau representative, will provide expertise in the areas of education, promotion, and support services.

Obtain Background Information

There is a wealth of literature available from the U.S. Department of Labor on apprenticeship programs in general. Read up on the subject of women in apprenticeships and nontraditional jobs. Ask the BAT ATR, and the WB Regional Administrator to send you information packets. Publications and other promotional materials particularly relevant to women are listed in the bibliography in Appendix A.

Convene an Exploratory Meeting

Invite the ATR from BAT to the prison to meet with institution authorities. The WB Regional Administrator might also be invited. The warden, the education supervisor, and perhaps the head of mechanical services and the prison industry should attend this meeting. Allow ample time for the BAT representative to discuss apprenticeship, how it works in a prison setting, the commitment that is needed from staff, inmates, and the Joint Apprenticeship Committee (JAC). At this meeting the ATR will spell out the functions of prison staff and the role of BAT in developing the apprenticeship program, and the role of the education supervisor within the prison and as liaison with the JAC. Prison officials should come away from the meeting with an idea of the length of time it will take to develop an apprenticeship program in their institution.

Take a Prison Tour

If, after the preliminary meeting, both the ATR and prison officials decide to proceed with developing a program, schedule an institution tour for the ATR accompanied by prison authorities.

This tour will help assess the potential for developing an apprenticeship program. The ATR will be looking at the institution's facilities, equipment, and personnel, and will want to know whether prison personnel can provide adequate supervision and training in one or more apprenticeable trades. The ATR will determine whether the training areas at the prison offer opportunities for apprenticeship training comparable to those offered in apprenticeship programs on the outside.

The ATR will want to visit the prison worksites where residents would receive on-the-job training. These include the mechanical services or institutional maintenance areas and the prison industries.

Mechanical Services and Institutional Maintenance

Women residents in some State prisons and all Federal prisons are required to work at tasks associated with prison maintenance. For example, they do painting, plumbing installation and repair, carpentry, and vehicle maintenance. These tasks are usually performed under the supervision of journeyworkers or work supervisors hired by the prison from the outside. The idea of women inmates assisting the work supervisors in the State prison systems is gradually becoming more accepted.

Prison Industries

Women inmates frequently work and receive on-the-job training in prison industries. Federal and State prison industries produce goods and provide services used by other governmental agencies. Some of the trades involved in producing these goods and services are apprenticeable. Unfortunately, too often women's institutions only offer residents training in sexually stereotyped occupations. For example, sewing factories are commonly found in women's prisons but learning to operate a sewing machine is not an apprenticeable trade. In such instances, the ATR will search out the apprenticeable opportunities in the prison industry. Garment cutter, industrial sewing machine mechanic, and drapery maker are the types of apprenticeable crafts the ATR may find in a prison sewing industry. The more common prison industries such as graphic arts, upholstery, data processing, and cabinetmaking may offer apprenticeship opportunities for women. These industries are more commonly found in co-correctional institutions than in all-female facilities.

After visting the training sites, the ATR will want to visit the institution's education facilities to find out what resources are available to teach the related instruction that accompanies on-the-job training in every apprenticeship program. Employment-related training courses are frequently part of the responsibility of the prison education department. Often the prison may have an in-house capability for providing the technical

instruction for inmate apprentices. If it does not, the ATR, in cooperation with the prison authorities, will need to consult with local vocational and education officials from outside the prison to obtain advice and cooperation. Certain correspondence courses may meet this requirement for job-related training.

The ATR should have an opportunity to talk informally with inmates and other staff. The information gathered in these discussions will be beneficial later when actual program development gets under way. Does the prison publish an inmate newspaper? Make sure the ATR gets a copy. What is the average prison population? What is the average age? What are the rules covering work assignments within the prison? Is work-release permitted? If so, what are the rules? What is the average length of sentence? What is the educational level of inmates? Be prepared to provide the ATR answers to questions such as these.

MAKING THE CRUCIAL DECISION

After the preliminary research has been done, prison officials and apprenticeship representatives must step back and take stock. The ATR will decide if a quality apprenticeship program is feasible in this particular prison setting. This assessment will, of course, depend on a great many factors. Suppose that the decision is negative and the ATR does not believe that the ingredients for a successful apprenticeship program are present. In this case, the ATR may suggest starting a preapprenticeship program that will lay the groundwork for an apprenticeship program in the near future. The Department of Labor, through both the BAT and the Women's Bureau, can also provide technical assistance in setting up preapprenticeship programs.

What Will the Program Do?

What if the ATR's judgment is positive? Then prison officials, the warden, and education supervisor have a serious decision to make.

Even the most successful prison apprenticeship program cannot be expected to answer all of the vocational/educational needs of a prison. But a successful program will provide interested and qualified inmates with an opportunity to learn a skilled trade that will prepare them for a return to a productive promising life on the outside. The journeyworker status that these women will achieve when they complete their apprenticeship will enable them to command wages of $10 an hour and more--far above minimum wage--and to maintain a good standard of living for themselves and their dependents. The prison education staff will need to provide a sustained effort to prepare these inmates for apprenticeship opportunities, to assist them in becoming indentured, and to oversee their transfer to apprenticeship programs outside the prison after they have completed their sentences. But experience shows that these special efforts are well worth it.

What Will the Program Cost?

Cost will be a determining factor in any prison administrator's decision to initiate a Women Offender Apprenticeship Program. Is the program costly? The answer is "No."

The program is so constructed that a large share of the cost is covered: The apprentice is learning on the job by working under the direction and supervision of a journeyworker. While learning, the apprentice produces goods and labor which to some extent defray program cost. Education departments in many prisons already offer related training courses in their ongoing programs, so that in most instances, no additional staff is required. The services of BAT personnel in developing and installing the program are provided at no cost as a Federal Government service.

GEARING UP FOR ACTION

Organizing a Joint Apprenticeship Committee

Once prison administrators decide to go ahead with developing a Women Offender Apprenticeship Program, the BAT Apprenticeship and Training Representative will begin to organize a Joint Apprenticeship Committee (JAC, also sometimes called a Joint Apprenticeship Training Committee). The JAC is made up of volunteer representatives from the local labor and management community. These individuals have experience or expertise in the particular trades or crafts in which the prison's program will offer apprenticeship training. Forming a JAC is a prerequisite for any apprenticeship program. The JAC will sponsor and oversee the apprenticeship program from the early stages of development through its continued operation.

In setting up the Joint Apprenticeship Committee, the ATR will follow the procedures outlined in the Handbook for the Bureau of Apprenticeship and Training. The basic procedures are as follows:

1. The ATR gains support for the program from a central labor body (such as a State building and construction trades council affiliated with the AFL-CIO) having jurisdiction in the area where the institution is located.

   To gain this endorsement, the ATR will meet the officers of the central labor body and later speak to the whole body at one of their regularly scheduled meetings. At the meeting, the ATR will explain Department of Labor policy on prison apprenticeships, point out the training areas at the institution offering good apprenticeship potential, and provide demographic data on the women inmates and their crimes. The prison warden should accompany the ATR to this meeting.

2. The ATR will request that the central labor body name at least three of its members to tour the institution.

3. The ATR then searches files and reviews contacts to find three management representatives from different types of industry who have backgrounds in apprenticeship.

4. To increase community support, the ATR will also invite someone from the local Chamber of Commerce and perhaps the mayor of the nearest city or town to tour the prison. Since the apprenticeship program is for women offenders, the ATR will try to include women representatives from labor unions and industry.

After management, labor, and civic representatives have toured the prison, a meeting is held to decide if the institution can provide apprenticeship training on a par with what is provided in the community at large. The warden and education supervisor should be prepared at this meeting to explain prison operations and organization. For many of these representatives, the prison tour and this orientation meeting will be the first time these people are inside a penal institution. The future success of the Women Offender Apprenticeship Program will depend upon these individuals understanding and cooperating with the penal system.

If there is a consensus at this meeting to set up the program, the ATR will formally invite those in attendance to form a Joint Apprenticeship Committee.

Putting the Committee to Work

At the first meeting of the JAC, held at the institution, committee members will:

1. Select officers. If the chairperson is selected from management, the secretary will come from labor, and vice versa. Committee members who are public officeholders in the community serve in a nonvoting, ex officio capacity and cannot hold a JAC office.

2. Schedule a regular meeting time (monthly at first but perhaps less frequently once the program is well-established).

3. Designate a coordinator, usually the education supervisor at the institution.

4. Decide what trade or trades to offer apprenticeships in first.

The BAT Handbook cautions against initiating a program with too many trades. Starting with only two trades is considered a good beginning. Once the apprenticeship program is established, it is easy to expand the number of trades. At present, FCI Alderson has 12 apprenticeship trades and is developing standards for four others. FCI Alderson began their program quite ambitiously with six trades, all in nontraditional areas.

A subcommittee for each trade area is formed, made up of a labor representative who is a craftsworker in that trade and a management representative who employs someone in that trade. The prison shop supervisor may also serve on the subcommittee.

Developing Standards for the Trades

Developing standards for the trades chosen for the apprenticeship program is a group effort. The prison warden, education supervisor, the ATR, and the Joint Apprenticeship Committee are all involved. The JAC oversees the effort and will make the final review of the standards before they are sent to the U.S. Department of Labor for approval.

Sample Standards

The ATR will draw up standards for the trades selected. The ATR does not have to do this from scratch, but can obtain sample standards either from apprenticeship programs on the outside or from a JAC conducting a similar program at another correctional facility. Since the U.S. Department of Labor has approved standards for more than 65 trades practiced in the Federal Prison System, the task is relatively simple. The ATR will be responsible for keeping up with changes in trades, and must make sure that the standards, and later, the work processes, are current and up-to-date. (See the Alderson standards in Appendix B.)

Special Provisions

A number of provisions are common to all apprenticeship standards. They include: objectives, definitions, selection procedures, EEO pledge, periodic evaluation, and duties of the JAC committee. (See the Alderson standards in Appendix B.) The following items, most of which have special implications for women, can be tailored to the needs of the institution.

Eligibility Requirements

Age—The Alderson standards require that applicants be "of legal age for the trade." This is preferable to placing a specific age limit in the standards. In the past, the age range for apprenticeship was narrowly limited to 17 through 26 years. However, age limits work a hardship on women, who seldom are exposed to apprenticeship opportunities in school and often do not become interested in nontraditional employment until they are older. The trend today is to eliminate eligibility requirements based on age.

Education—The education requirement in the FCI Alderson standards is minimal. The applicant does not need either a high-school diploma or a GED equivalency certificate to qualify for apprenticeship training. But, if the applicant is not a high-school graduate or has not earned a GED certificate, the standards require the apprentice to work concurrently for her high-school equivalency while she is in the apprenticeship program.

Length of Sentence--The FCI Alderson standards require that the applicant have at least 12 months left to serve when she enters apprenticeship training. This requirement insures that the apprentice training will be under way before the inmate leaves and that the investment of time and effort, on both the prison's and the apprentice's part, will not be wasted.

Ratio—The ratio of supervisors or journeyworkers to apprentices is usually one-to-one in community apprenticeship programs. The rationale for this is that the journeyworker's first responsibility is to meet a production schedule, and the second responsibility is to train the apprentice. Therefore, in order to maintain a high level of production and instruction, no more than one apprentice is allowed per journeyworker. In prison, the stringent one-to-one ratio is more flexible. Training is usually considered an integral part of the journeyworker's job, and production schedules are not as rigorous

(at least in mechanical services areas) as they are in private industry. At FCI Alderson, ratio standards vary and more than one apprentice may be assigned to a journeyworker as the JAC deems feasible.

Wages--In private industry, apprentices usually earn one half the wages of journeyworkers in the same trade for the first 6 months with regular increments thereafter. This is a requirement of the apprenticeship system. However, the amounts inmates receive for their work in prison is determined by Federal and State correctional policies and practices and by institution budgets. Consequently, the Bureau of Apprenticeship and Training has waived the pay requirement for prison apprenticeship programs.

If feasible, the standards should be written to allow apprentices in mechanical services occupations to receive a bonus if their wages are the same or less than performance pay earned by other prison workers. The Alderson experience shows that even a small increment helps. Another instance of pay inequity involves apprentices in prison industries who receive more than apprentices in institutional maintenance work. Such inequity has long been ingrained in the prison industry system. It is a difficult problem that will require major policy decisions to resolve.

Veteran's Benefits--The education supervisor or apprenticeship coordinator should inform those women who are veterans of benefits available to them as apprentices. Veterans' benefits are not affected by other wage increases paid to apprentices while they are in the prison program.

Sending the Standards for Review

The ATR will send the standards to the National Office of the Bureau of Apprenticeship and Training. BAT reviews the standards for any legal flaws or other deficiencies before the standards are sent to the Secretary of Labor for final approval. The prison will receive a formal registration certificate after the standards are approved. See a copy of the FCI Alderson certificate, Appendix C.

Writing Up the Work Processes

The education supervisor, the ATR, and the work supervisors prepare the work processes. For each trade, the total number of required hours of work (for example, 6,000 hours for a painter) is broken down into specific tasks: sand papering, puttying, and priming may require 150 hours of on-the-job training; matching and mixing colors, 400 hours; scaffolding, 150 hours, etc.

The ATR sends a copy of the work processes for each trade undertaken to the Director of the Office of Special Activities in the National BAT Office for review. The National BAT Office returns the approved work processes to the ATR, who in turn, sends them to the Joint Apprenticeship Committee.

Launching a Promotional Campaign

While all the developmental work is proceeding, the education supervisor or apprenticeship coordinator should begin planning the PR campaign. A first

step might be to send out a questionnaire to all the women residents designed to ascertain their interest in and knowledge of apprenticeship opportunities. This survey might include the following questions:

1. Do you want to get a job after you are released from prison?

2. Do you feel the work you are doing in the prison will prepare you for a job on the outside?

3. Have you ever thought about working in a nontraditional job--jobs that men usually do?

4. Do you know how the apprenticeship system works?

5. Do you know anyone (family or friends) who is an apprentice?

6. If you had a chance to learn a skilled trade--carpentry, plumbing, electrical--would you be interested in doing so?

7. If you knew you could make $8 to $10 an hour in 3 years as a skilled craftworker, would you be willing to go to school and work closely with someone to learn a special skill?

The replies to these questions will help the education supervisor or program coordinator plan the promotional campaign. The Maryland Correctional Institution prepared a special flyer on its apprenticeship progam with a "tear-off" form to be filled in by interested inmates.

Much ingenuity and imagination will be required to inform inmates of all the options open to them in the Women Offender Apprenticeship Program and to help them get over their inhibitions about working in nontraditional trades.

Collect promotional materials

Both the Federal Government and private sources can furnish excellent materials on women in apprenticeship and in nontraditional jobs. The Bureau of Apprenticeship and Training can provide colorful posters featuring women in the trades, films, a video-tape, and innumerable brochures, flyers, and publications. The Women's Bureau will make available "A Woman's Guide to Apprenticeship," a very comprehensive, easy-to-read booklet which discusses the apprenticeship system and apprenticeable occupations; explains how to become an apprentice; describes the role of Federal and State apprenticeship agencies and committees; and summarizes Federal laws and regulations affecting apprenticeship. A section of "A Woman's Guide" (pp. 17-18) is devoted to various sources of information, outreach programs, women's centers, and governmental agencies that give information about apprenticeship openings and opportunities.

The Women's Bureau can also supply information about additional resource materials such as publications, slides, and films available from other sources. "Sources of Assistance for Recruiting Women for Apprenticeship Programs and Skilled Nontraditional and Blue-Collar Work," for example, is

compiled by geographic region. This directory identifies apprenticeable women's employment programs, organizations, and women's resource centers by State or community. In addition to furnishing information, these groups may also be able to supply volunteer or paid personnel to assist the prison's PR effort.

Materials from nongovernmental sources that the FCI Alderson education supervisor found invaluable were materials published by the Boston YWCA including video cassettes, "The Prize is Right" and the "Job Game;" and "Fortune-Telling," a game of cards providing nontraditional careers information. (See Appendix A for complete useful materials.)

Advertise Throughout the Institution

After collecting publications, brochures, posters, and other promotional materials, the education supervisor or program coordinator will be ready to launch the PR campaign. A major, well-planned effort might utilize all of the following ideas.

1. Put up posters, distribute leaflets, and write articles in the prison administration newspapers and in inmate publications.

2. Place apprenticeship materials in the library, the prison's career resource center, lounges, and recreation rooms.

3. Hold an open house in the education building or department to advertise all the programs offered by the department or to concentrate only on apprenticeship opportunity. Display BAT charts, fact cards (available from Boston YWCA,) and photographs of women offenders in nontraditional jobs. Set up a video-cassette or slide-show on apprenticeship and let it run continuously. Ask a staff member to hand out apprenticeship literature, answer questions, and sign up prospects.

4. Schedule an Apprenticeship Information Meeting and invite all inmates whose work assignments in the institution involve apprenticeable trades. Invite their work supervisors, too. Show one or more of the apprenticeship films. Ask a BAT staff person to lead a question-and-answer session.

5. As the apprenticeship program gets under way, arrange subsequent meetings. Invite women apprentices from outside the prison--plumbers, electricians, carpenters--to participate on a role-model panel. Allow time after the panel members speak for the apprentices to chat informally with prison residents. Invite representatives of employers and unions to this or another panel discussion.

6. Arrange a special ceremony at the institution when the warden and the JAC receive the apprenticeship registration certificate. This is a good opportunity to build prestige for the program. Invite government staff persons, unions and management representatives, prison administrators, and inmates.

7. Honor the apprentices. A "Worker of the Month," "Student of the Month," or "Apprentice of the Month" award will do much to bolster apprentices' confidence and remind nonapprentice inmates of apprenticeship program opportunities.

SELECTING THE APPRENTICES

The prison's promotional campaign and surveys should identify many women who are interested in apprenticeship opportunities. The program coordinator might invite these women to an orientation meeting to outline the steps they will take to become indentured. These steps include: application to the program; screening; and signing of the apprentice contract.

The Application Process

The Apprenticeship and Training Representative (ATR), the Joint Apprenticeship Committee (JAC), and the education supervisor (or program coordinator) design the application form. The form should include the candidate's name, cottage number, apprenticeship trade she is applying for, and other information relevant to her eligibility. The application might also request submission of certain documents such as transcripts of grades from vocational schools or high school; diploma or GED certificate; and birth certificate.

Screening Applicants

After filing an application to the apprenticeship program, the inmate may have to wait up to 45 days to hear if she has been accepted into the program.

First, the education supervisor or program coordinator will verify the applicant's eligibility. Does she meet all the requirements that were drawn up in the standards for the apprenticeship program? Does she have at least 1 year left in her sentence? When is she likely to be paroled? The education supervisor or program coordinator should interview each applicant. In addition to helping to determine the applicant's eligibility, this interview will indicate to the education supervisor whether or not the applicant needs additional counseling or support.

Next, the Joint Apprenticeship Committee (JAC) screens those applicants who have met all the eligibility requirements. This screening process will include an interview with the candidate and perhaps written tests to determine the candidate's aptitude for a certain trade. Some trades and some States' Apprenticeship Committees require these written tests, although they are less common now than they once were.

During the interview, the JAC will try to determine:

1. Is the candidate's interest genuine?
2. Does she have any previous experience in the trade?
3. What does she want to gain from the training?
4. Does she have a good work record with the institution?

The JAC will rank the candidate using numbers from 1 to 10 on such factors as attitude, motivation, interest in a particular trade, and willingness to accept direction. The candidate will receive an overall score based on the interview, written exams (if they are used), previous experience, and educational background.

The JAC subcommittee will decide how many individuals can be trained at any one time in a given trade or craft. Those candidates with the highest scores will be selected for these apprenticeship openings. On the outside, when trades open their apprenticeship rolls to new applicants (usually once or twice a year), competition can be intense and many applicants will be turned away. In the prison apprenticeship programs, the JAC is inclined to give all eager, qualified candidates a chance. The JAC monitors their progress closely, and those apprentices who are not performing well are dropped from the program.

The Formal Apprenticeship Contract

Those candidates selected to join the apprenticeship program sign a contract or agreement with the Joint Apprenticeship Committee. The contract spells out the terms of indentureship: how long the apprentice will train; with whom; what related course instruction the apprentice will take; how much the apprentice will earn, etc. After signing the agreement, the candidate formally becomes an indentured apprentice and is ready to embark on her individual program of on-the-job training and related instruction.

Usually, the apprentice is on probation for 3 months. The apprentice's work supervisor (or journeyworker) and the program coordinator will be watching the new apprentice's performance closely. During probation, the apprentice will be subject to dismissal for a variety of reasons. These reasons might include:

- o loss of interest
- o poor job or school attendance
- o tardiness
- o failure to keep up with the requirements of related instruction
- o poor job performance

At the end of the probation period, any apprentice who has had previous work experience in her trade will receive credit for that work. The JAC and the apprentice's journeyworker decide how many hours of credit should be given.

OPERATING A SMOOTH PROGRAM

Many factors will contribute to the smooth operation of a Women Offender Apprenticeship Program. The JAC and the Bureau of Apprenticeship and Training Representative will continue to work with the apprenticeship program coordinator in overseeing the program, adding new trades, and helping to solve the day-to-day administrative problems of such an effort.

The Journeyworker's Role

One of the vital links in a successful apprenticeship program is the journeyworker (or work supervisor). These men and women are responsible not only for their own duties in prison maintenance or in prison industries, but also for guiding young apprentices in developing the skills of their trades.

A Women Offender Apprenticeship Program will not succeed if the prison journeyworkers or work supervisors are not 1) competent in their trade and craft, and 2) willing and able to teach apprentices.

The journeyworker's or work supervisor's competency should have been established when the individual was hired. Prison administrators should not assume, though, that because the person is competent, he or she is open-minded about teaching women inmates trades that have traditionally been practiced by men.

The education supervisor or program coordinator should anticipate some negative attitudes toward women apprentices among the work supervisors. To assess attitudes, the education supervisor might request work supervisors to anonymously respond to an aware/sensitivity quiz such as the one used by the Women's Bureau in National Women in Apprenticeship training workshops. Contact a Women's Bureau Regional Office for a copy of this quiz.

The prison might sponsor an orientation course for work supervisors to sensitize them to the issues involved in training women in nontraditional work and to coach them on how to teach apprentices most effectively.

Journeyworkers or work supervisors may claim that training apprentices is "not part of their job description." In the Federal prison system, journeyworkers or work supervisors are required to provide on-the-job training to inmates. But in many State prisons, this is not the case. In such instances, it may be necessary for the warden or the corrections agency to restructure the journeyworker's job to allow for training of apprentices. In cases where work supervisors hold civil service positions, position descriptions may have to be rewritten.

Recordkeeping

Work supervisors are responsible for recording the number of hours apprentices work on each type of training required by their trade. The education supervisor or program coordinator, in consultation with the ATR and JAC, must devise a system which will maintain these records accurately. This includes designing a time report which the work supervisor will initial and submit to the JAC on a regular basis. See a sample form, Appendix E.

Reviewing the System

The Joint Apprenticeship Committee (or one or more of its subcommittees) should periodically visit training areas while apprentices are

working to insure that their on-the-job training meets the requirements of the standards for the trade. Those individuals who are providing the related instruction must work closely with the journeyworkers or work supervisors. The JAC will require that materials, techniques, and terminologies offered in classroom training are consistent with what the apprentice is using on the job. The JAC will function in this oversight capacity for the life of the program.

SETTING UP SUPPORT SYSTEMS

Every apprenticeship program, inside and outside prisons, will see apprentices drop out because they have lost interest, performed poorly, or had discipline problems. Women Offender Apprenticeship Programs can minimize this loss by setting up support systems that assist the inmate from the time she first becomes interested in the program to the day she leaves the prison and seeks placement in a job or another apprenticeship program on the outside.

Support systems might focus on such areas as:

- o General counseling
- o Preapprentice training
- o Peer support groups
- o Postrelease support

General Counseling

The prison's education department may have counselors on its staff or the education supervisor may function as a counselor. The Women's Bureau Regional Administrators can identify community resources such as women's employment programs, community colleges, and women's resource centers that might agree to offer individual or group counseling sessions within the prison.

The stages at which an apprentice may be most in need of counseling are:

1. Before she is indentured;
2. During her apprenticeship; and
3. When she leaves the prison.

Preapprenticeship counseling will help the interested inmate make the right decision. The candidate should consider the following questions, among others.

Does the trade she is interested in offer opportunities in the area she plans to live in following her release?

Sources of information available to vocational counselors are too numerous to outline here. However, the Occupational Outlook Handbook, published by the Bureau of Labor Statistics every 2 years, contains salary ranges and projected outlooks for employment for apprenticeship occupations. More detailed information about specific trades and crafts can be obtained from the Bureau of Labor Statistics and the U.S. Department of Labor. These agencies are listed in the telephone directory under U.S. Government, Labor, Department of.

Is she suited to the work?

The candidate can answer this question only after asking herself several others. If she has children or other dependents, will sitters or day care be available? Will she need transportation to and from the worksite? Does she prefer indoor work to outdoor? Temporary work to seasonal? Close supervision or independence on the job? Night work, day work, or swing shifts? A stationary job or a job requiring traveling? Overtime or straight time? Is she physically strong enough to do the work or does she need some conditioning?

By considering questions such as these, a candidate stands a better chance of choosing a trade that will provide job satisfaction.

Will there be other women working on the job site?

Recent studies show that a major reason women drop out of apprenticeship programs is harassment by male coworkers. Such harassment and feelings of isolation can be minimized if there are other women working on the job site. A support group can do a great deal to help a woman cope with this problem. But if her personality is such that she will not be able to deal with the inevitable hazing, she should consider selecting another trade where women have already established themselves.

During the apprenticeship period, particularly during the 3-month probation, inmates may need considerable counseling. The apprenticeship program will be very difficult and counselors should be prepared to offer help when they see signs of flagging interest, poor grades, tardiness, poor attendance, or negative reports from journeyworkers or work supervisors.

Counseling efforts should intensify as a woman prepares to leave the institution. The counselor will coordinate with other prison staff who serve prerelease functions. The JAC, prison authorities, and Apprenticeship and Training Representative all share the responsibility of finding the inmate another apprenticeship program on the outside, or if she has completed her training, of helping her find employment in her chosen trade. This is discussed in more detail on the following pages.

Preapprenticeship Training

The potential apprentice may be unfamiliar with tools, work procedures, and the skilled trades terminology. The education supervisor or program

coordinator can approach these problems in a number of ways. The Fort Worth Cluster Program (see Part I, p. 5) is a good example of a preapprenticeship program that provides the rudimentary knowledge that the apprentice needs. A prison also might consider asking a local women's employment project or program to design a short-term course. Some of the Women's Bureau Regional Administrators are developing pilot projects in State women's prisons that will result in curricula that can be used in prison pre-employment or preapprenticeship programs.

The potential apprentice may be deficient in the basic mathematics and science courses they need to pass written tests required by certain trades. The Apprenticeship and Training Representative, employment service offices, and Apprentice Information Centers (AIC's) can provide information on the types of test questions that are likely to be asked. A community outreach program whose functions include recruiting and placing women in apprenticeship jobs may also be able to provide help.

The potential apprentice may need physical conditioning. This may include a program of exercise to get in shape for the physical activity and endurance required by her chosen trade. In many cases, the inmate is already performing prison maintenance or prison industry tasks, so she will not be transferring from a sedentary job to one involving physical activity. But in cases where the chosen trade requires greater strength or endurance than her usual job, the candidate's counselor should make sure that physical conditioning is available to the candidate before she begins her apprenticeship.

Peer Support Groups

Organizing the women apprentices into some kind of an informal support group is an excellent idea. Such a group gives the apprentices an opportunity to share their experiences with others who are undergoing equally rigorous training. It will serve as a morale booster, provide self-confidence, and foster an esprit de corps. In a co-correctional institution, it will help the women to devise strategies to deal with sexual harassment. Even in all-female institutions, it will help the apprentice to cope with the derision she may receive from family, boyfriend, or other inmates, who might be tempted to ask questions such as, "What's a nice girl like you doing in a trench repairing a pipe line?"

Besides helping each other over the rough times, a support group can be useful in other ways. The Fort Worth women apprentices said their support group also planned activities to encourage other residents to become apprentices.

Postrelease Support

When the inmate is ready for release, all parties involved in the administration of the Women Offender Apprenticeship Program join forces to help the inmate make the transition to another apprenticeship program or to a job in her trade.

What the Joint Apprenticeship Committee Does

When the ATR first organizes the JAC, he or she usually asks for a commitment in writing that the JAC will assist the apprentice in finding an apprenticeship program to complete her training or a job if she has reached journeyworker status. So when the JAC learns that an apprentice is going to be released, it contacts the Joint Apprenticeship Committee in the area where the ex-offender will reside. The prison JAC sends all documentation of the apprentice's credited on-the-job training and related instruction with a letter of referral. It is possible that no JAC exists in the apprentice's particular trade in the place where she will live, and continued efforts will be required to make sure the apprentice finds training or employment in her trade.

What the Apprenticeship and Training Representative Does

The Apprenticeship and Training Representative (ATR) at the prison refers the departing apprentice to the ATR in the locality where the ex-offender will reside. The ATR usually makes this contact for the apprentice by letter or telephone call. The ATR in the apprentice's area of residence should tell her how frequently particular apprenticeship rolls are open in her trade and provide information on available resources such as Apprenticeship Information Centers, employment services and government-financed outreach programs such as the Recruitment and Training Program, Inc., the National Urban League, and the Human Resources Development Institute (AFL-CIO).

What the Prison Staff Does

To assist the apprentice in making the transition to life outside prison, the program coordinator or the education supervisor, along with various other prison staff members:

- Prepares an achievement certificate. Even if the apprentice does not complete her apprenticeship within the prison, she should be given a certificate which tells how many hours she has completed. A sample certificate is included in Appendix E.

- Informs the apprentice of her legal rights. Among the laws and Government regulations that can help the ex-offender find a job or further her training in an apprenticeable trade are:

    - Title VII of the Civil Rights Act of 1964.

    - The Department of Labor Bonding Program which underwrites fidelity bonds for ex-offenders.

    - The 1978 Department of Labor regulations to promote equality of opportunity in construction and apprenticeship programs.

    - The Targeted Job Tax Credit Program which gives a tax break to employers hiring ex-offenders.

- o Makes sure that the parole officer has full documentation of the inmate's participation in the apprenticeship program. The parole officer should be informed of the aims of the apprenticeship program and be supplied with the names of government agency staff, particularly in BAT, who can assist the ex-offender in finding a program to complete her apprenticeship or find a job in her apprenticeship trade.

What the Apprentice Does

The apprentice has a measure of responsibility also. She needs to keep the communication channels open with the institution personnel, JAC, and ATR before she leaves the institution. Although she cannot be required to do so, it is to the apprentice's advantage to inform the education department and/or the prison if she has received employment or further apprenticeship training, and if not, what help she needs. FCI Alderson gives several postcards to the inmate apprentice which she mails back to the prison at specified intervals, detailing her progress.

The State prison systems should be encouraged to build good postrelease linkages into their programs.

APPENDIX A

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DEPARTMENT OF LABOR
PUBLICATIONS

Materials Related to Women in Apprenticeship

Women's Bureau

Single free copies of all Women's Bureau publications may be ordered from:

Women's Bureau
Office of the Secretary
U. S. Department of Labor
200 Constitution Avenue, NW
Washington, DC 20210

For additional information about women in skilled blue-collar work in your area, please contact the Women's Bureau regional office. See Appendix G.

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Employment and Training
Administration Information Office
Room 10225
601 D Street, NW
Washington, DC 20213

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Women in Apprenticeship--Why Not? Manpower Research Monograph 33, 1974. 34 pp. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402, $0.75.

Women in Traditionally Male Jobs: The Experiences of Ten Public Utility Companies. R&D Monograph 65, 1978. 136 pp. Employment and Training Administration. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402, $3.25.

FEDERAL PRISON SYSTEM
PUBLICATIONS

Single free copies of the materials below may be orderd from:

Federal Prison System
Education Section
320 1st Street, N.W.
Washington, DC 20534

Education for Tomorrow. 34 pp. 1979.

Female Offenders in the Female Prison System. 32 pp. 1976.

Finding a Job: The Post-Release Employment of Federal Parolees. Dr. James L. Beck. 15 pp. 1979.

What Works! A Look at Effective Correctional Education Training and Experiences. Sylvia McCullom. Reprinted from Federal Probation. June 1977.

Program Statement. Apprentice Training in Institutions. August 1980.

AUDIO-VISUAL MATERIALS

SLIDES

Destroying the Myths. EEOC Audio-Visual Division, Room 3200, Columbia Plaza, 2401 E Street, N.W., Washington, D.C. 20506, (202) 634-6930. Reviews employer equal opportunity responsibilities. (10 minutes)

Looking Ahead to a Career. Bureau of Labor Statistics, U.S. Department of Labor. (See telephone directory for address of regional office.) 53 statistical slides about occupations and employment trends.

SLIDE-TAPE SERIES

Expanding Job Options for Women. Shows women working in a variety of nontraditional jobs and reviews employer responsibility for equal opportunity and affirmative action. (NAC#007846, $26.25, 9 minutes 45 seconds)

Legal Responsibilities--Affirmative Action and Equal Employment. Illustrates legal responsibilities of employers to eliminate unfair and illegal employment practices that often affect women. (NAC#007848, $23.25, 12 minutes)

The Legal Rights of Women Workers. Explains women's rights to equal employment opportunity, equal training and promotion opportunity, and equal pay. (NAC #007847, $23.25, 6 minutes 5 seconds)

This three-part series may be ordered from the Order Section, National Audio Visual Center (NAC), General Services Administration, Washington, D.C. 20409.

FILMS

All About Eve. Center for Human Resources, University of Houston, College of Business Administration, Cullen Blvd., Houston, TX 77004, (713) 749-3755. About increasing female enrollment in traditionally male courses in high school. (8 minutes, color)

Anything You Want To Be. New Day Films, 779 Susquehanna Avenue, Franklin Lakes, NJ 07417, (201) 891-8240. Illustrates conflicts experienced by girls as they find out that "anything you want to be" means traditional roles and occupations. (8 minutes, b/w)

The Apprentice. Bureau of Apprenticeship and Training, Employment and Training Administration, U.S. Department of Labor, 601 D Street, N.W., Washington, DC 20213. General film giving history, current status, and reality of apprenticeship. Interviews women and men apprentices on the job. (26 minutes, color). Available on loan from BAT Regional Offices. See Appendix H.

Beyond Black and White. Motivational Media, 8271 Melrose Avenue, Suite 204, Los Angeles, CA 90046, (213) 653-7291. Contains forceful arguments for eliminating sex role stereotyping. (28 minutes, color)

Bias--A Four Letter Word. Malibu Films, Malibu, CA 90265, (213) 456-2859. Shows how biases originate and are perpetrated against women, minorities, the aged, people of differing life styles. (30 minutes, color)

Break-Out. Texas Education Agency. 201 E. 11th Street, Austin, TX (20 minutes, color). Available on loan from BAT Regional Offices. See Appendix H.

Branded. Media Resource Center, Employment and Training Administration. Room 5413, 601 D Street, N.W., Washington, DC 20213, (202) 376-7298. Part I describes the criminal justice system and Part II the various approaches CETA has used in serving the needs of ex-offenders. (40 minutes, 1/2-inch videotape and 3/4-inch video cassette). Available on 2-week loan.

Choice: Challenge for Modern Women. University of California Extension Media Center, 2223 Fulton Street, Berkeley, CA 94720, (415) 642-0460. Twelve-part series, one of which is "Wages of Work," about women and employment and its effects on family, community. (30 minutes each, b/w)

The Fable of He and She. Learning Corporation of America, 1350 Avenue of the Americas, New York, NY 10019, (212) 397-9330. Animated clay figures act out story demonstrating sex role stereotyping. (10 minutes, color).

Farewell to Welfare. Media Resource Center, Employment and Training Administration, Room 5413, 601 D Street, N.W., Washington, DC 20213, (202) 376-7298. Interviews with three WIN women, a truck driver, picture framer-manager, and machine operator, and their employers. (30 minutes, color 16 mm) Available on 2-week loan.

The Job Game. Boston Young Women's Christian Association, 140 Clarendon Street, Boston, MA 02116. Provides practical information on nontraditional careers. (30 minutes, videotape.)

Never Underestimate the Power of a Woman. Bureau of Audiovisual Instruction, P. O. Box 2093, University of Wisconsin, Madison, Wisconsin 53701, (608) 262-2944. Dispels damaging myths about women's work capacities and performance in a wide range of nontraditional settings. (15 minutes, color)

New Perspectives--Women in Nontraditional Jobs. Media Resource Center. Employment and Training Administration, Room 5413, 601 D Street, N.W., Washington, DC 20213, (202) 376-7298. Interviews with two women, a busdriver and a shipbuilder, about how they got their jobs and how they feel about them. (3/4-inch video cassette) Available on 2-week loan.

Other Women, Other Work. Churchill Films, 662 North Robertson Blvd., Los Angeles, CA 90069, (213) 657-5110. The rewards and occasional problems of women in traditional male jobs are expressed by a truck driver, a roof shingler, a pilot, a marine biologist. (20 minutes, color)

Prejudice: Causes, Consequences, Cures. CRM-McGraw-Hill Films, Del Mar, CA 92014, (714) 481-8184. Surveys some recent sociopolitical examples of detrimental stereotyping, showing just how psychologically harmful discrimination can be. (24 minutes, color)

The Prize Is Right. Boston Young Women's Christian Association, 140 Clarendon Street, Boston, MA 02116. Provides useful information on job options. Based on popular TV game. (30 minutes, videotape)

The Sky's the Limit. Bureau of Apprenticeship and Training, Employment and Training Administration, U.S. Department of Labor, 601 D Street, N.W., Washington, DC 20213, (202) 376-6106. Apprenticeship agency/employer/union information film depicting women apprentices in nontraditional jobs. (25 minutes, color) Available on loan from the Bureau of Apprenticeship and Training Regional Offices. See Appendix H.

Twelve Like You. Cally Curtis Company, 1111 North Las Palmas Avenue, Hollywood, CA 90038, (213) 467-1101. Twelve women working in both professional and technical nontraditional jobs share their experiences and problems. (25 minutes, color)

We Are Women. Motivational Media, 8271 Melrose Avenue, Suite 204, Los Angeles, CA 90046, (213) 653-7291. Provides front-line supervisors and all other levels of management with an understanding of the historical, sociological, and psychological background of today's working woman. (33 minutes, color)

Why Not A Woman. Pennsylvania Commission for Women, 512 Finance Building, Harrisburg, PA 17128, (717) 787-3821. Documentary on women in blue-collar jobs. (26 minutes, color) Also available from Commission on Women in Arizona; Sacramento, California; Delaware, Iowa, and Nebraska.

Women's Work: Engineering. Massachusetts Institute of Technology, Center for Advanced Engineering Study, Department 4, Room 9-234, 77 Massachusetts Avenue, Cambridge, MA 02139, (616) 253-7444. Women engineers and engineering students talk about engineering and how they feel about their jobs. (26 minutes, film or videotape, color)

APPENDIX B

STANDARDS OF APPRENTICESHIP

FOR

FEDERAL CORRECTIONAL INSTITUTION

ALDERSON, WEST VIRGINIA

DEVELOPED WITH ASSISTANCE OF THE BUREAU OF APPRENTICESHIP AND TRAINING, EMPLOYMENT AND TRAINING ADMINISTRATION, UNITED STATES DEPARTMENT OF LABOR

To help the inmates of Federal Correctional Institution, Alderson, overcome preconceived prejudices about nontraditional jobs for women, we propose to offer training that will enable them to develop self-confidence, responsibility, pride in skill/performance, and respect for others.

In the belief that a responsible, skilled craftworker is an asset to the community, this apprenticeship program has been developed.

Objectives of the program are these:

1. to develop salable skills through training and practice
2. to develop supportive skills through classwork
3. to develop appreciation of work and good work habits through a graduated system of responsibility
4. to promote acceptable behavior within the institution
5. to return inmates to society with abilities and attitudes for a useful and productive life

The several departments in the institution provide different skill areas. A schedule of the work processes for these trades is included in the appendix.

SECTION I: DEFINITIONS

A. Apprentice - a person, legal age for the trade, who by signature to a written agreement, has committed themselves to participate in learning a trade covered by these standards.

B. Apprenticeship Agreement - the written agreement between the Apprenticeship Committee of Federal Correctional Institution, Alderson, and the apprentice which is registered with the Bureau of Apprenticeship and Training, U.S. Department of Labor.

C. Employer - The term employer shall be construed to mean any employer who subscribes to the terms and conditions of these standards set by the Apprenticeship Committee. By their acceptance they certify that they have the facilities and equipment to train an apprentice in a specific skill area.

D. Standards of Apprenticeship - this entire document plus any amendents made later. Any change must be approved by Apprenticeship Committee and Registration Agency.

E. Registration Agency - Bureau of Apprenticeship and Training, U.S. Department of Labor.

F. Work Processes - schedule of hours an Apprentice spends on assigned duties.

SECTION 2: STATEMENT OF POLICY

Upon registration of these standards, it shall be the policy to see that all apprentices in the trade covered shall be governed by the terms and conditions contained herein.

SECTION 3: QUALIFICATIONS FOR APPRENTICESHIP

A. Applicant must be of legal age for the trade.

B. Applicant must be physically capable of performing in trade as certified by physician.

C. Applicant who does not have high school diploma or GED Equivalency Certificate must be working toward completion of requirements for high school equivalency.

D. Applicant must have 12 months left to serve in the institution before release or parole so that training will be well underway before leaving.

E. Applicant must meet custodial requirements for outside instruction or training.

SECTION 4: SELECTION/EEO PLEDGE

All selections will be made on a non-discriminatory basis.

(a) The recruitment, selection, employment, and training of apprentices during their apprenticeship, shall be without discrimination because of race, color, religion, sex, or national origin. The sponsor will take affirmative action to provide equal opportunity in apprenticeships and will operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations, Part 30.

(b) The records required by this part and any other information relevant to compliance with these regulations shall be maintained for five years and made available, upon request, to the Bureau of Apprenticeship and Training, U. S. Department of Labor, or other authorized representative.

(c) The appropriate Joint Trade Apprenticeship Committee shall review all apprentice application forms. Selection of apprentices shall be based on mechanical aptitude and qualifications. Admission to the apprentice applicant pool shall be on a non-discriminatory basis.

SECTION 5: TERMS OF APPRENTICESHIP

(A) Terms of apprenticeship differ from trade to trade and are shown in schedule of work processes.

(B) When an apprentice works overtime, only straight time hours will be credited to the term of apprenticeship.

SECTION 6: PROBATIONARY PERIOD

There will be a probationary period of three months, during which period annulment of the apprenticeship agreement may be made upon request of either party. Notice of such action will be given to the registration agency. After the probationary period, agreement may be cancelled by Apprenticeship Committee only after due cause is shown: lack of interest, lack of progress, flagrant abuse of program, gross misconduct, or illness. Appeal from either apprentice or supervisor may be made to Apprenticeship Committee whose decision is final.

SECTION 7: APPRENTICESHIP AGREEMENT

Each apprentice will sign a written agreement to learn a trade in accordance with the Standards and the requirements. The agreement will state the term of apprenticeship and any credit for previous experience. Copies of the registered apprenticeship agreements will go to the apprentice, the Federal Correctional Institution master file and to the Bureau of Apprenticeship and Training.

SECTION 8: SUPERVISION OF APPRENTICE

The Apprenticeship Committee of Federal Correctional Institution, Alderson, shall appoint a particular person to be coordinator of apprentices. This coordinator works under the direction of the JAC in matters concerning these standards.

The coordinator will cooperate with apprentice's immediate supervisor and see that the apprentice obtains the experience outlined in the work processes. The coordinator shall keep records of the progress of each apprentice in both practical and related experiences.

The coordinator will report to the Apprenticeship Committee at regular intervals regarding the aptitude, skills, and progress of each apprentice.

SECTION 9: RESPONSIBILITIES OF APPRENTICES

Every apprentice is required to apply themselves with diligence and care to the various tasks assigned to them. They must know and comply with safety rules and practices of the trade and of the Institution. Every apprentice is required to obey the rules of the Institution and conduct themselves at all times in a creditable manner. They are expected to attend regularly and complete satisfactorily the required classes.

Every apprentice is required to keep a daily log in a book supplied to them. This log will be signed by the work supervisor and will include comments by supervisor when applicable. Each apprentice will submit these records to Apprenticeship Committee or to Supervisor of Apprentices upon request.

SECTION 10: HOURS OF WORK

The working hours of an apprentice shall be those provided by the federal statutes governing penal and correctional institutions, but over the standard forty hours work shall be credited toward completion of the term of apprenticeship on the basis of actual hours worked.

SECTION 11: CREDIT FOR PREVIOUS EXPERIENCE

All apprentices will enter the apprenticeship program in Step I, and upon entering will furnish evidence of previous training, instruction and experience which may entitle them to advance. After investigation and evaluation of skill and knowledge, and using the probationary period reports, the Committee may advance them in the apprenticeship program. In lieu of evidence of prior experience, the Committee may request completion of tests, both written and manipulative, to be furnished by the Committee.

SECTION 12: WAGES OF APPRENTICES

Institution Phase: As the apprentice progresses in skill and productivity, there will be a progressively increasing wage scale in six month increments based upon Performance Pay rates in the Institution.

Apprentices who have been given credit for previous experience will be paid a rate commensurate with the period to which such credit advances them.

Work Release Phase: The wage rate of an apprentice employed under these standards will be set on the basic rate paid craftworkers' apprentice on the job where apprentice is being placed. Current percentage rates are shown in the appendix of work processes.

Any apprentice who is eligible for GI benefits may, upon request, draw them regardless of whether they are receiving apprentice training in the institution or on work release.

SECTION 13: WORK EXPERIENCE SCHEDULE

The work processes outline major divisions of each trade and the approximate number of hours designated for each. The apprentice will be given instruction and work experiences in all areas as listed in the schedule.

To permit flexibility necessary to normal shop production schedule, the work experience need not be in precise order as listed, nor do scheduled hours on any operation need to be continuous.

SECTION 14: RELATED INSTRUCTION

The apprentice will attend classes of trade-related instruction for a minimum of 144 hours per year for each year of apprenticeship. Where classes are not available at FCI, Alderson, apprentices with custody may apply to attend Hinton Vocational School or other approved classes. Correspondence courses of equal value may be substituted.

Time spent in related trade studies is not to be counted as work hours.

SECTION 15: SAFETY

The immediate supervisor will instruct the apprentice in safety and healthful work practices. The supervisor shall insure that these practices are maintained in facilities and environments in compliance with OSHA regulations as well as with the safety regulations of the Institution.

SECTION 16: PERIODIC EXAMINATION EVALUATION

The progress of the apprentice in work experience, training and classwork will be reviewed prior to the end of each progression period, and the apprentice will be given related and manipulative examinations. The coordinator of apprentices will be responsible for seeing that such examinations are conducted and results recorded for each apprentice.

SECTION 17: MODIFICATION OF STANDARDS

Modification of these standards may be made by the Apprenticeship Committee and submitted for approval of the registration agency, provided that such changes will not affect apprenticeship agreements in effect at time of modification without the expressed consent of all parties affected.

SECTION 18: CERTIFICATE OF COMPLETION

Upon completion of all phases of training, both practical experience and related instruction, the apprentice will be given a final examination. Upon successful completion, the Apprenticeship Committee shall request the registration agency to issue a certificate of completion of apprenticeship in the name of the apprentice.

SECTION 19: CONSULTANTS

The Federal Correctional Institution, Alderson, Apprenticeship Committee may request the Bureau of Apprenticeship and Training of the U.S. Department of Labor, the Hinton Vocational School, Employment Service, other interested agencies, private employers, or organizations to designate representatives to serve as consultants. Consultants will be asked to participate without vote.

SECTION 20: APPRENTICESHIP COMMITTEE

The Joint Apprenticeship Committee shall be composed of at least six (6) members, comprised of joint representation from labor and management. From this Committee shall be chosen a chairperson and a secretary. The committee meeting may be called by the chairperson or any four (4) of the members.

The Secretary will keep the minutes of each meeting, and the chairperson will conduct the meetings in accordance with the outlined "order of business."

Roll Call

Recognize and install alternates, if needed

Election of officers and installation of new members

Reading of minutes of previous meeting

Report of subcommittee(s)

Report on related classroom instruction

Interview apprentices and invoke penalties, if needed

Interview new applicants: determine credit, if any

Complete and sign apprenticeship agreements

Discuss work processes and relation

Amend standards when required

Notify all agencies of cancellations, indentures or other action

Discussion for bettering program

Adjournment

DUTIES OF THE COMMITTEE

1. The Committee may adapt such rules and regulations governing administrative procedure when not established by these standards.

2. The Chairperson retains the right of voice or ballot vote on all matters coming before the Committee.

DUTIES OF THE COMMITTEE (Cont'd.)

3. The Committee will meet at least monthly. The date, time and place of regular meetings of the Committee will be determined by the Committee. The Chairperson or any six (6) members will have the authority to call and establish the date of special meetings.

4. Four (4) members of the Committee will be deemed necessary to establish a quorum for an official meeting of the Committee.

5. The Committee is to consider the qualifications of each applicant which includes: good physical condition; potential for the trade; and awarding hours for past experience.

6. The Committee supplies a copy of the Standards to the new apprentice. The Apprentice must certify to having read the rules of this agreement and is willing to be trained in this manner.

7. The Committee is responsible for providing guidance to the Apprentice on quality and quantity of work experience, degree of development toward a craftworker's skill, and insure that these objectives are accomplished before certification.

8. The Committee determines the Related Trade needs (technical training) of each apprentice and insures that these requirements are satisfied.

9. The Committee determines the Apprentice's progress in manipulative skills and technical knowledge.

10. The Committee maintains a monthly evaluative report which includes monthly work progress, related trade instruction and wage structure.

11. Through a personal interview, the Committee must impress upon the Apprentices their responsibilities and the benefits they will receive.

12. The Committee notifies the Registration Agency of all cancellations, terminations and suspensions of apprenticeship agreements.

13. The Committee recommends certificate of completion for those Apprentices who have completed their requirements.

14. The Committee formulates workable plans for screening the best material for this program.

DUTIES OF THE COMMITTEE (Cont'd.)

15. The Committee recommends changes in the standards when necessary to improve Apprentice training.

16. The Committee certifies that an Apprentice is qualified to take the journeyman's exam and make arrangements for it.

17. The Committee insures that the Apprentice is receiving job skill rotation in keeping with the standards for that skill.

18. The Committee keeps and maintains a file on minutes of all meetings. Special care should be taken to record all apprenticeship actions that may transpire at such meetings.

19. When the Apprentice fails in the program and the Committee determines that the apprentice has received all benefits outlined in the Standards, it becomes their responsibility to discipline this Apprentice by censure or suspension from the program.

20. Through a review of work progress and related trades activities, the Committee establishes whether the apprentice should be advanced to another step.

21. The Committee is responsible for adherence to the Apprenticeship Trade Standards by maintaining communications with the Apprentice, Committee Personnel, Employees, and the Bureau of Apprenticeship and Training.

SECTION 21: RATIO

Work Release Phase: One apprentice may be placed for each trade. Additional apprentices, per trade, shall not exceed the ratio of one (1) apprentice to three (3) journeymen.

Institution Phase: One apprentice may be placed for one skilled worker in the trade. Additional apprentices per trade may be added as Committee deems feasible.

The Multi-Trades Joint Apprenticeship and Training Committee consisting of representatives of both Labor and Management from Alderson, West Virginia, and surrounding area recognize the need for skilled craftworkers to meet the demands of highly specialized industry.

The committee members agree by their signature to serve on the Joint Apprenticeship Committee, to supervise and maintain the standards of Apprentice training, and to recommend apprentices to a local joint apprenticeship committee in another locality when the apprentice is released from FCI in Alderson, West Virginia.

JOINT APPRENTICESHIP COMMITTEE	Date
Edward G. Frye, III, Pres., New River Bldg. Co.	6/15/78
James H. Ford, Bus. Agt. Local 132-A, B & C	6/15/78
Gilbert L. Patton, Pers. Mgr. Bendix	6/15/78
Charles Patrick, Bus. Rep. Local 1911	6/5/78
Charles E. Tiller, Bus. Mgr. Local 789	6/15/78
Herbert A. Buckley, Pres., B.E. Electric Co.	6/29/78
Ruth C. Creech, Supvr. of Education	6/15/78
Marguerite Gardette, Associate Warden	6/15/78
Jack Fevurly, Associate Warden	6/15/78
Robert Willoughby, Facility Manager	6/15/78

Registered as incorporating the basic standards recommended by the Bureau of Apprenticeship and Training, U. S. Department of Labor

Bureau of Apprenticeship and Training

BY: _____
(Administrator)

Registry Number N-91057

Date: July 17, 1978

United States Department of Labor

Bureau of Apprenticeship and Training

STANDARDS OF APPRENTICESHIP FOR FEDERAL CORRECTIONAL INSTITUTION
Alderson, West Virginia

Certificate of Registration

for all trade classifications listed in the Standards

Issued in recognition of the above apprenticeship system, registered as part of the National Apprenticeship Program, in accordance with the standards recommended by the

Federal Committee on Apprenticeship

July 17, 1978
DATE

N-91057
REGISTRY NO

Ray Marshall
SECRETARY OF LABOR

Ernest G. Green
ASSISTANT SECRETARY FOR EMPLOYMENT AND TRAINING

James P. Mitchell
BUREAU ADMINISTRATOR

64

65

APPENDIX C

Award of Honor

This is to certify that

_____

a pupil of

_____

has been awarded this certificate of honor for excellent work

in Dental Assistant Apprenticeship Program - 1080-1/2 hours

Transcript on reverse side.

Given at Alderson, W.Va. this 6th day of June 19 80

_____ _____

Hospital Administrative Officer Supervisor of Education

Department of Labor Registration Certificate: N-91057

APPENDIX D

APPENDIX E

RECORDKEEPING FORM

Name _____

Month August 1979 *Specify all nonrelated work

	Hours Worked on Each Type of Operation															
Brought Forward	A	B	C	D	E	F	G	H	I	J	K	L	M	N	*Other	Total
1										7½						7½
2											7			½		7½
3																0
4																0
5																0
6																0
7									7					½		7½
8									6					½		6½
9									7					½		7½
10					7									½		7½
11																0
12																0
13					7									½		7½
14					7									½		7½
15										6½						6½
16											7			½		7½
17									6					½		6½
18																0
19																0
20									7					½		7½
21										4						4
22																0
23											2½		5			7½
24					6									½		6½
25																0
26																0
27									7					½		7½
28												7		½		7½
29			2		5									½		7½
30									7					½		7½
31										5						
Total			2		32				47	23	16½	7	5	7½		170

Shop Work Grade this Month #3 Minimum Passing Grade _____

Evaluated by: _____ (Supervisor) Hourly Rate 18.4

Notation of Exceptional Recognition or Constructive Criticism Dependable Outstanding

Concurrence of Apprentice _____ (Signature) [illegible]

APPENDIX F

APPRENTICESHIP INFORMATION CENTERS

ALABAMA
1818 8th Avenue, North
Birmingham, AL 35203

ARIZONA
207 East McDowell
Phoenix, AZ 85004

CALIFORNIA
161 West Venice Boulevard
Los Angeles, CA 90015

235 12th Street
Oakland, CA 94607

COLORADO
251 E 12th Avenue
Denver, CO 80203

CONNECTICUT
100 Arch Street
New Britain, CT 06109

DISTRICT OF COLUMBIA
555 Pennsylvania Avenue, NW
Washington, DC 20212

GEORGIA
One Peachtree St. NE
Atlanta, GA 30303

ILLINOIS
105 N. Clinton Street
Chicago, IL 60606

INDIANA
745 Washington Street
Gary, IN 47402

141 W. Georgia Street
Indianapolis, IN 46225

KANSAS
512 W. 6th Street
Topeka, KS 66604

402 E. Second Street
Wichita, KS 67202

MASSACHUSETTS
189 Massachusetts Avenue
Boston, MA 02115

MARYLAND
1100 N. Eutaw Street
Baltimore, MD 21201

MICHIGAN
7310 Woodward Avenue

MINNESOTA
407 W. Superior Street
Duluth, MN 55802

309 Second Avenue South
Minneapolis, MN 55401

390 N. Robert Street
St. Paul, MN 55101

MISSOURI
1411 Main Street
Kansas City, MO 63101

505 Washington Avenue
St. Louis, MO 63101

NEW JERSEY
1433 Bacharach Boulevard
Atlantic City, NJ 08401

32-40 N. Van Brunt Street
Englewood, NJ 07631

NEW JERSEY (continued)
517 Federal Street
Camden, NJ 08101

1004 Broad Street
Newark, NJ 07102

65 Morris Street
New Brunswick, NJ 08903

370 Broadway
Paterson, NJ 07501

NEW YORK
488 Broadway
Albany, NY 12207

730 Fillmore Avenue
Buffalo, NY 14212

344 Fulton Avenue
Hempstead, NY 11550

255 W. 54th Street
New York, NY 10019

155 W. Main Street
Rochester, NY 14614

NORTH CAROLINA
235 N. Edgeworth Street
Greensboro, NC 27402

OREGON
432 W. 11th Avenue
Eugene, OR 97424

1437 SW Fourth Avenue
Portland, OR 97201

PENNSYLVANIA
1709 S. Broad Street
Philadelphia, PA 19488

915 Pennsylvania Avenue
Pittsburgh, PA 15222

RHODE ISLAND
40 Fountain Street
Providence, RI 02903

TENNESSEE
1295 Poplar Avenue
Memphis, TN 38104

1802 Hayes Street
Nashville, TN 37203

VIRGINIA
5145 E. Virginia Beach Boulevard
Norfolk, VA 23502

318 E. Cary Street
Richmond, VA 23219

WASHINGTON
1904 3rd Avenue
Seattle, WA 98101

APPENDIX G

WOMEN'S BUREAU REGIONAL OFFICES

REGION I: BOSTON
1001 B JFK Building
Boston, MA 02203
(617) 223-4036
(Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)

REGION II: NEW YORK
1515 Broadway, Room 3575
New York, NY 10036
(212) 944-3445
(New Jersey, New York, Puerto Rico, Virgin Islands)

REGION III: PHILADELPHIA
15230 Gateway Building
3535 Market Street
Philadelphia, PA 19104
(215) 596-1183
(Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia)

REGION IV: ATLANTA
1371 Peachtree Street, N.E., Room 737
Atlanta, GA 30367
(404) 881-4461
(Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee)

REGION V: CHICAGO
230 South Dearborn, 8th Floor
Chicago, IL 60604
(312) 353-6985
(Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin)

REGION VI: DALLAS
555 Griffin Square Building, #505
Griffin and Young Streets
Dallas, TX, 75202
Phone: (214) 767-6985
(Arkansas, Louisiana, New Mexico, Oklahoma, Texas)

REGION VII: KANSAS CITY
2511 Federal Building
911 Walnut Street
Kansas City, MO 64106
(816) 374-6108
(Iowa, Kansas, Missouri, Nebraska)

REGION VIII: DENVER
Federal Building 1456
1961 Stout Street
Denver, CO 80202
(303) 837-4138
(Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming)

REGION IX: SAN FRANCISCO
11411 Federal Building
450 Golden Gate Avenue
San Francisco, CA 94102
(415) 556-2377
(Arizona, California, Hawaii, Nevada)

REGION X: SEATTLE
3032 Federal Office Building
909 First Avenue
Seattle, WA 98174
(206) 442-1534
(Alaska, Idaho, Oregon Washington)

APPENDIX H

BUREAU OF APPRENTICESHIP
AND TRAINING REGIONAL OFFICES

REGION I
JFK Federal Building, Room 1001
Government Center
Boston, MA 02203
(Connecticut, Maine, Massachusetts,
New Hampshire, Rhode Island, Vermont

REGION II
1515 Broadway and 44th Street
Room 3731
New York, NY 10036
(New Jersey, New York, Puerto Rico,
Virgin Islands)

REGION III
Gateway Building
3535 Market Street
P. O. Box 8796
Philadelphia, PA 19101
(Delaware, Maryland, Pennsylvania,
Virginia, West Virginia)

REGION IV
1371 Peachtree Street, NE
Room 700
Atlanta, GA 30367
(Alabama, Florida, Georgia,
Kentucky, Mississippi,
North Carolina, South Carolina,
and Tennessee)

REGION V
230 South Dearborn Street
7th Floor - Column #5
Chicago, IL 60604
(Illinois, Indiana, Michigan,
Minnesota, Ohio, Wisconsin)

REGION VI
555 Griffin Square Building
Griffin & Young Streets
Room 858
Dallas, TX 75202
(Arkansas, Louisiana, New Mexico,
Oklahoma, Texas)

REGION VII
Federal Office Building, Room 1100
911 Walnut Street
Kansas City, MO 64106
(Iowa, Kansas, Missouri, Nebraska)

REGION VIII
U. S. Custom House, Room 476
721 19th Street
Denver, CO 80202
(Colorado, Montana, North Dakota,
South Dakota, Utah, Wyoming)

REGION IX
Room 344
211 Main Street
San Francisco, CA 94105
(Arizona, California, Hawaii, Nevada)

REGION X
8014 Federal Office Building
909 First Avenue
Seattle, WA 98174
(Alaska, Idaho, Oregon, Washington)

APPENDIX I

FEDERAL PRISON SYSTEM REGIONAL ADMINISTRATORS (Education)

Richard E. Cassell
Federal Prison System
South Central Region
1607 Main Street
Dallas, TX 75201

David L. Ketner
Federal Prison System
North Central Regional Office
Air World Center
10920 Ambassador Drive
Kansas City, MO 64153

Dana G. Straight
Federal Prison System
Western Region
Crocker Financial Center Building
5th Floor
330 Primrose Road
Burlingame, CA 94010

Arthur R. Ellard
Federal Prison System
South Eastern Region
523 McDonough Blvd.
Atlanta, GA 30315

Dale W. Clark
Federal Prison System
North Eastern Region
Scott Plaza II
Industrial Highway
Philadelphia, PA 19113

CENTRAL OFFICE

Sylvia G. McCollum
Administrator
Federal Prison System
320 1st Street, NW
Washington, D.C. 20534
(202) 724-3178

Khurshid Yusuff
Education Program Specialist
320 1st Street, N.W.
Washington, D.C. 20534
(202) 724-3213

APPENDIX J

STATE AND TERRITORIAL APPRENTICESHIP AGENCIES

ARIZONA
Apprenticeship Services
Department of Economic Security
205 E. McDowell Road
Phoenix, AZ 85004

CALIFORNIA
Division of Apprenticeship Standards
Department of Industrial Relations
Room 3230
455 Golden Gate Avenue
San Francisco, CA 94102

COLORADO
Colorado Apprenticeship Council
Room 314
1313 Sherman Street
State Centennial Bldg.
Denver, CO 80203

CONNECTICUT
Apprentice Training Division
Labor Department
200 Folly Brook Boulevard
Wethersfield, CT 06109

DISTRICT OF COLUMBIA
D. C. Apprenticeship Council
Room 202 - Potomac Bldg.
605 G Street, NW
Washington, D.C. 20001

DELAWARE
Apprenticeship and Training Council
Department of Labor
Division of Industrial Affairs
6th Floor, State Office Building
820 North French Street
Wilmington, DE 19801

FLORIDA
Bureau of Apprenticeship
Division of Labor
Florida Department of Labor and
Employment Security
1321 Executive Center Drive, East
Tallahassee, FL 32301

HAWAII
Division of Apprenticeship
Department of Labor
1045 Land & Natural Resources Bldg.
P. O. Box 44094
Baton Rouge, LA 70804

KANSAS
Apprenticeship Section
Division of Labor-Management
Relations and Employment
Standards
Kansas Department of Human Resources
610 West 10th-2nd Floor
Topeka, KS 66612

KENTUCKY
State Apprenticeship Council
Kentucky Department of Labor
Division of Labor Standards
1512 Crums Lane
Louisville, KY 40216

LOUISIANA
Division of Apprenticeship
Department of Labor
1045 Land and & Natural Resources
Building
P. O. Box 44094
Baton Rouge, LA 70804

MAINE
Bureau of Labor - State Office
Building
Maine Apprenticeship Council
Augusta, ME 04333

MARYLAND
Maryland Apprenticeship and
Training Council
Department of Labor and
Industry
Room 1108
203 East Baltimore Street
Baltimore, MD 21202

MASSACHUSETTS
Division of Apprentice Training
Department of Labor and
Industries
Leverett Saltonstall Bldg.
100 Cambridge Street
Boston, MA 02202

MINNESOTA
Division of Voluntary Apprenticeship
Department of Labor and Industry
Space Center Bldg. -5th Floor
444 Lafayette Road
St. Paul, MN 55101

MONTANA
Apprenticeship Section
Division of Labor Standards
Department of Labor and Industry
Box 202 - Capitol Station
Helena, MT 59601

NEVADA
Nevada Apprenticeship Council
Department of Labor - Capitol Complex
505 East King Street - Room 601
Carson City, NV 89710

NEW HAMPSHIRE
New Hampshire Apprenticeship Council
Department of Labor
1 Pillsbury Square
Concord, NH 03301

NEW MEXICO
New Mexico Apprenticeship Council
Labor and Industrial Commission
2340 Menaul, NE - Suite 212
Albuquerque, NM 87107

NEW YORK
Bureau of Apprenticeship Training
Department of Labor
The Campus Bldg. #12 - Room 428
Albany, NY 12240

NORTH CAROLINA
Division of Apprenticeship Training
North Carolina Department of Labor
P. O. Box 27407
Raleigh, NC 27611

OHIO
Ohio State Apprenticeship Council
Department of Industrial Relations
2323 West Fifth Avenue - Room 2250
Columbus, OH 43215

OREGON
Apprenticeship and Training Division
State Office Bldg. - Room 466
1400 SW Fifth Avenue
Portland, OR 97201

PENNSYLVANIA
Deparment of Labor and Industry
Labor and Industry Bldg.
7th & Forester Streets
Harrisburg, PA 17120

PUERTO RICO
Apprenticeship Division
Right to Employment Administration
Department of Labor
P.O. Box 4452
San Juan, PR 00936

RHODE ISLAND
Rhode Island Apprenticeship Council
Department of Labor
220 Elmwood Avenue
Providence, RI 02907

UTAH
Utah Apprenticeship Council
28 East 2100 South
Chapman Plaza Bldg.-- Suite 104
Salt Lake City, UT 84115

VERMONT
Apprenticeship and Training Division
Department of Labor and Industry
120 State Street
Montpelier, VT 05602

VIRGINIA
Division of Apprenticeship and Training
Department of Labor and Industry
205 North 4th, Mezzanine Floor
Richmond, VA 23241

VIRGIN ISLANDS
Division of Apprenticeship and Training
Department of Labor
Christiansted, St. Croix
VI 00820

WASHINGTON
Apprenticeship and Training Division
Department of Labor and Industries
318 East Fourth Avenue
Olympia, WA 98504

WISCONSIN
Division of Apprenticeship and
Training
Department of Industry, Labor
and Human Relations
P. O. Box 7946
Madison, WI 53707

GPO 875 962